

5. Mark schemes for the English reading test

Section 1: Space Tourism

Qu	Requirement	Mark
1	<p>Look at the introduction.</p> <p>Why is space tourism <i>impossible</i> for most people?</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for explaining that it is impossible for most people because it costs too much, e.g.</p> <ul style="list-style-type: none"> • <i>most people can't afford it</i> • <i>it is too expensive.</i> 	1m
2	<p>How would you get from the spacecraft to the space hotel?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for answers that refer to floating down the tube (holding the cable).</p>	1m

Qu	Requirement	Mark
3	<p>Look at page 4.</p> <p>According to the text, what could you do on your space holiday?</p> <p>Give two examples.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for identifying any of the following activities, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> look at Earth or space / admire the view, e.g. <ul style="list-style-type: none"> <i>admire unique views of Earth</i> <i>look at the outside of earth</i> <i>look down at Earth.</i> experience weightlessness / activities associated with floating, e.g. <ul style="list-style-type: none"> <i>enjoy being weightless</i> <i>enjoy the endless entertainment of being weightless.</i> space-walk, e.g. <ul style="list-style-type: none"> <i>do a space walk.</i> <p>Do not accept plausible experiences that are not derived from the text or are unconnected with space travel, e.g.</p> <ul style="list-style-type: none"> <i>take photos of the moon / see what the Moon is made from</i> <i>I'd write a blog</i> <i>stay in a hotel.</i> 	Up to 2m
4	<p>How much did the first space tourist pay to go into space?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for (around £)14 million / (£)14m.</p>	1m
5	<p>How can you tell that the International Space Station is very large?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for answers referring to the fact that it can be seen from Earth, e.g.</p> <ul style="list-style-type: none"> <i>You can see it from / on Earth.</i> 	1m

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6	<p>How did Anousheh’s trip into space make history?</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for answers recognising that she was the first female space tourist.</p> <ul style="list-style-type: none">• <i>she was the first lady to have a holiday in space</i>• <i>she was the first female tourist in space.</i> <p>Do not accept answers that say she was the first female (into space).</p>	1m						
7	<p>Look at the text box <i>Who has already had a holiday in space?</i></p> <p>Complete the table about Anousheh’s trip into space.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 2 marks for all three correct.</p> <p>Award 1 mark for two correct.</p> <table><tr><td>Where did she start her trip?</td><td><ul style="list-style-type: none">• Russia<p>Do not accept Russian ISS or Earth</p></td></tr><tr><td>Where did she stay in space?</td><td><ul style="list-style-type: none">• space station / ISS</td></tr><tr><td>How long did she stay in space?</td><td><ul style="list-style-type: none">• 8 days<p>Do not accept 8</p></td></tr></table>	Where did she start her trip?	<ul style="list-style-type: none">• Russia <p>Do not accept Russian ISS or Earth</p>	Where did she stay in space?	<ul style="list-style-type: none">• space station / ISS	How long did she stay in space?	<ul style="list-style-type: none">• 8 days <p>Do not accept 8</p>	Up to 2m
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8	<p>Look at Anousheh’s blog entry for September 25th.</p> <p>Find and copy a group of words that shows that Anousheh wrote her blog for others to read.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for either of the following:</p> <ol style="list-style-type: none">1. <i>(Well) my friends</i>2. <i>Everyone wants to know.</i> <p>Do not accept longer quotations from the text.</p>	1m						

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9	<p>Look at Anousheh's blog entry for September 27th.</p> <p>Explain how Anousheh felt about being in space that day.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 2 marks for answers that contain both an appropriate reference to Anousheh's positive attitude, inferred from the text, and development in the form of a <u>relevant</u> quote / example(s) of activities she did in space, e.g.</p> <ul style="list-style-type: none"> • <i>you can tell that she liked space because of all the fun things she wrote like floating about without any effort and lifting heavy things</i> [positive attitude + examples of activities] • <i>she enjoyed it because of all the wonderful advantages she kept on describing</i> [positive attitude + quote] • <i>she felt wonderful being able to do somersaults and flying around</i> [positive attitude + examples of activities]. <p>Award 1 mark for identifying Anousheh's positive attitude inferred from the text, e.g.</p> <ul style="list-style-type: none"> • <i>she loved it / she felt it was wonderful.</i> <p>Also accept for 1 mark the following quotations (as they convey positive emotion), e.g.</p> <ul style="list-style-type: none"> • <i>she said being weightless had some wonderful advantages</i> • <i>everything is effortless.</i> <p>Do not accept emotions that are not supported by the text, e.g. pride.</p>	Up to 2m
10	<p>Match the events below to the year in which they happened.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for all four pairs matched correctly.</p>	1m

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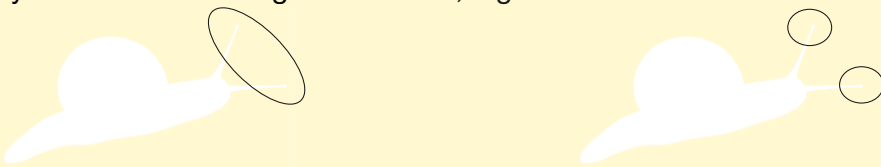
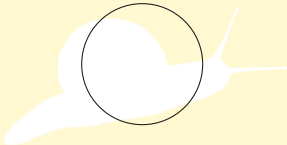
Qu	Requirement	Mark															
11	<p>Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for all four correct.</p> <table border="1"> <thead> <tr> <th></th><th>Fact</th><th>Opinion</th></tr> </thead> <tbody> <tr> <td>Anousheh Ansari kept an online diary.</td><td>✓</td><td></td></tr> <tr> <td>Brushing your teeth in space is a joy.</td><td></td><td>✓</td></tr> <tr> <td>Being weightless is endlessly entertaining.</td><td></td><td>✓</td></tr> <tr> <td>Tourists can stay on the International Space Station.</td><td>✓</td><td></td></tr> </tbody> </table>		Fact	Opinion	Anousheh Ansari kept an online diary.	✓		Brushing your teeth in space is a joy.		✓	Being weightless is endlessly entertaining.		✓	Tourists can stay on the International Space Station.	✓		1m
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12	<p>... <i>in a flash</i> (page 6)</p> <p>What does this tell you about the burning of rocks in space?</p> <p>Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases.</p> <p>Award 1 mark for either acceptable point:</p> <ol style="list-style-type: none"> the rock burns very quickly, e.g. <ul style="list-style-type: none"> <i>they burn quickly / suddenly / instantly</i> <i>it happens fast.</i> the rock burns brightly, e.g. <ul style="list-style-type: none"> <i>when the rock burns you get a dazzling light.</i> <p>Do not accept reference to speed of travel, e.g.</p> <ul style="list-style-type: none"> <i>they go / fly / travel very quickly.</i> 	1m															

Qu	Requirement	Mark
13	<p><i>Find out when a meteor shower is due and arrange to go star spotting with an adult...</i></p> <p>In this sentence, the word <i>arrange</i> is closest in meaning to...</p> <p>Content domain: 2a – give / explain the meaning of words in context.</p> <p>Award 1 mark for the correct option ticked.</p> <p>set out. <input type="checkbox"/></p> <p>meet. <input type="checkbox"/></p> <p>pack up. <input type="checkbox"/></p> <p>plan. <input checked="" type="checkbox"/></p>	1m
14	<p>How does the information on page 6 make it sound easy to be a star spotter?</p> <p>Give two ways.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to any of the following acceptable points from page 6, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> accessible location, e.g. <ul style="list-style-type: none"> <i>You don't have to travel far to do it</i> <i>You don't have to be in space (to see them)</i> <i>You don't have to leave Earth.</i> you do not need specialist equipment, e.g. <ul style="list-style-type: none"> <i>You can do it with things you'll have in the house</i> <i>You don't need a telescope or binoculars</i> <i>You don't need any expensive equipment</i> <i>It sounds easy because all you need is a nice spot, a blanket, pillow and torch.</i> you don't need an expert to show you how to do it, e.g. <ul style="list-style-type: none"> <i>You just need to go with an adult, they don't need to know anything about space.</i> <p>Do not accept answers that are focussed on the structure of page 6, e.g.</p> <ul style="list-style-type: none"> <i>the instructions are laid out clearly.</i> 	2m

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15	<p>Tick true or false in the following table to show what you should do when spotting shooting stars.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for all four correct.</p> <table> <tr> <th></th><th>True</th><th>False</th></tr> <tr> <td>Take warm clothes, a blanket, a pillow and a torch.</td><td>✓</td><td></td></tr> <tr> <td>Stay close to town.</td><td></td><td>✓</td></tr> <tr> <td>Point your torch up to the sky.</td><td></td><td>✓</td></tr> <tr> <td>You must have binoculars.</td><td></td><td>✓</td></tr> </table>		True	False	Take warm clothes, a blanket, a pillow and a torch.	✓		Stay close to town.		✓	Point your torch up to the sky.		✓	You must have binoculars.		✓	1m
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Section 2: Giants

Qu	Requirement	Mark
16a	<p>What does the 'giant' do to frighten the snail?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to touching the snail's threads / stalks / eyes.</p>	1m
16b	<p>What does the 'giant' do to frighten the frog?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to picking the frog up / clutching it in his fist.</p>	1m
17	<p><i>Gentle, and small, and frail</i></p> <p>Which part of the snail do these words describe?</p> <p>Circle the part of the snail in the picture below.</p>  <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for answers where the pupil has circled one or both eyes, or eyes and eye stalks on the image of the snail, e.g.</p>  <p>Do not accept answers where the pupil has not circled the eyes, or where more than just the eyes (and stalks) are circled, e.g.</p> 	1m

Section 2: Giants

Qu	Requirement	Mark
18	<p><i>Gentle, and small, and frail</i></p> <p>How do these words make the reader feel about the snail?</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for answers that refer to concern / empathy, e.g.</p> <ul style="list-style-type: none"> • <i>sorry for it</i> • <i>sympathy</i> • <i>worried about it</i> • <i>you'd want to protect it.</i> <p>Also accept answers that recognise the snail is being treated unfairly, e.g.</p> <ul style="list-style-type: none"> • <i>angry for it</i> • <i>upset about what's happening to it.</i> <p>Do not accept answers that refer to the snail rather than the reader's feelings, e.g.</p> <ul style="list-style-type: none"> • <i>it's got a thin shell</i> • <i>it's really delicate.</i> 	1m
19	<p>How does the snail behave when it is afraid?</p> <p>Give two ways.</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Award 1 mark for two of the following acceptable points:</p> <ol style="list-style-type: none"> 1. (the speed or urgency with which) it retracts its eyes, e.g. <ul style="list-style-type: none"> • <i>it snatches its eyes back in.</i> 2. (the speed or urgency with which) it goes into its shell, e.g. <ul style="list-style-type: none"> • <i>it quickly disappears into its shell</i> • <i>it goes into its shell.</i> 3. it cowers 4. it quivers. 	1m

Qu	Requirement	Mark
20	<p><i>Into your pitiful shell, so brittle and thin</i></p> <p>In this line, the word <i>brittle</i> is closest in meaning to...</p> <p>Content domain: 2a – give / explain the meaning of words in context.</p> <p>Award 1 mark for the correct option ticked.</p> <p>shiny. <input type="checkbox"/></p> <p>soft. <input type="checkbox"/></p> <p>delicate. <input checked="" type="checkbox"/></p> <p>rough. <input type="checkbox"/></p>	1m
21	<p>Explain two things that the words <i>emerald scrap</i> suggest about the frog.</p> <p>Content domain: 2a – give / explain the meaning of words in context.</p> <p>Award 2 marks for responses that interpret both emerald and scrap:</p> <p>Acceptable points for emerald:</p> <ol style="list-style-type: none"> 1. green 2. high value 3. sparkling / shiny <p>Acceptable points for scrap:</p> <ol style="list-style-type: none"> 4. insignificance or smallness 5. fragility 6. worthless / disposable / rubbish, e.g. <ul style="list-style-type: none"> • <i>It shows that the frog is like a precious stone, but it's like a scrap of rubbish too.</i> [AP2, AP6] • <i>Emerald tells us that the frog is green and scrap makes us realise that it is tiny and unimportant.</i> [AP1, AP4] • <i>It's green and it's small.</i> [minimal AP1, AP4] <p>Award 1 mark for an interpretation of either emerald or scrap from one or more of the acceptable points, e.g.</p> <ul style="list-style-type: none"> • <i>Emerald scrap reminds us that the frog is insignificant.</i> [AP4] • <i>It means the frog is little and worth nothing.</i> [AP4, AP6] • <i>That it is a shimmery green.</i> [AP3, AP1] <p>Do not accept answers that repeat the idea that this expression describes the frog or that are vague / general, e.g.</p> <ul style="list-style-type: none"> • <i>It puts a clear picture in our minds</i> • <i>It tells us what the frog looks like</i> • <i>It means the frog is pretty / handsome / gross / horrible / ugly.</i> 	2m

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22	<p>What is the <i>tremendous monster</i>?</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the tremendous monster being a human.</p> <p>Do not accept: <i>It is a giant.</i></p>	1m
23	<p><i>Just for the joy Of watching you jump, scramble, tumble, fall</i></p> <p>Find and copy two more words from the poem that show that the frog was frightened.</p> <p>Content domain: 2a – give / explain the meaning of words in context.</p> <p>Award 1 mark for two of the following acceptable points:</p> <ol style="list-style-type: none"> 1. <i>trembling (throat)</i> 2. <i>shivering</i> 3. <i>dread.</i> 	1m
24	<p>What is the main message of the poem?</p> <p>Content domain: 2c – summarise main ideas from more than one paragraph.</p> <p>Award 1 mark for the correct option ticked.</p> <p>People can learn a lot from holding small creatures. <input type="checkbox"/></p> <p>People should think about how their actions affect others. <input checked="" type="checkbox"/></p> <p>People are much bigger than frogs and snails. <input type="checkbox"/></p> <p>People should overcome their fear of nature. <input type="checkbox"/></p>	1m