

READING

Markscheme ED3

National Reading Tests

Acknowledgements

'Made of money: the Royal Mint where cash is banned' adapted from 'Made of money: the Royal Mint where cashed is banned' by Kevin Peachey on BBC News, 24 July 2013
www.bbc.co.uk/news/business-23327926

'Face to face with a monster from the deep' adapted from 'Face to face with a monster from the deep' by Simon Reeve in *The Observer*, 3 September 2006
www.theguardian.com/travel/2006/sep/03/extremesportsholidays.brazil

'Like a moth to a flame' adapted from
'Why are Moths Attracted to Light?' on HowStuffWorks (2001)
science.howstuffworks.com/zoology/insects-arachnids/question675.htm

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General marking rules

- Ensure that all mark boxes are completed.
- Only answers given as correct in the markscheme should be accepted.
- If a learner has given more than one response, the answer should be marked as incorrect.
- If a learner has changed an answer, a mark should be given for the intended answer if it is clear and correct.
- The majority of questions are worth 1 mark, but the range of marks for each question is given in the markscheme. The number of marks available also appears below the mark box in the learners' booklets. Please ensure that the mark awarded does not exceed the maximum number of marks available.
- Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.
- Spelling or transcription errors should not be penalised.
- Having marked all questions on each double-page spread, record the total number of marks awarded in the 'total' box in the bottom right-hand corner. Check that the mark recorded does not exceed the maximum number of marks available.
- Markers should record their initials on the cover of the test booklet to assist quality assurance.

Specific guidance on 'find and copy' and 'underline' questions

- For questions which require learners to 'find and copy' or 'underline' a response, the minimum acceptable answer is given in the markscheme. On some occasions additional words may appear in brackets. Words that appear in brackets are allowable, but not essential. For example:

Award **1 mark** for:

- (He went to) school.

The minimum acceptable answer is 'school' but the response could also include any or all of the words in brackets and still be marked as correct. The inclusion of any additional words would result in the award of 0 marks. Learners who include additional words in their answer have been insufficiently precise.

2 mark 'find and copy' or 'underline' questions

- If a question asks learners to find two words/phrases and the learner only supplies one correct response, award 1 mark (see individual questions for further guidance).
- Sometimes learners may write more than is asked for in the question, in addition to writing the correct responses.
 - If a learner gives one more response than is asked for, award 1 mark.
 - If a learner gives two or more responses, in addition to what is asked for, award 0 marks.

For example:

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

- cat
- dog.

If a learner writes *cat, dog, fish* they would get 1 mark.

If a learner writes *cat, hamster, dog, budgie* they would get 0 marks.

These are the marking conventions that were applied when marking the tests at finalisation. For this reason, it is **vital** that they are applied to your own marking in order for the standardised scores to be valid.

After marking

Add up the total number of marks awarded. This is the total score and should be recorded on the cover of the test booklet and input onto the relevant mark sheet on the school's Management Information System, together with the details and date of the test taken.

This data should then be submitted as part of the Welsh National Tests Data Collection (WNTDC). Further details are available from the *National Reading and Numeracy Tests – Test administration handbook 2015* on the Learning Wales website and in *Welsh National Tests Data Collection and reporting arrangements 2014/15* available on the Welsh Government website.

1 What does the first paragraph tell us about the staff at the Royal Mint?
Tick two.

- They work long hours.
- Some have worked there a long time.
- They are experts at their jobs.
- They are jealous of each other.
- They are all quite elderly.
- Many of them are very rich.

Award 1 mark for both answers ticked:

- Some have worked there a long time.
- They are experts at their jobs.

(1 mark)

2 The Royal Mint staff work at the 'hot end'.
This description suggests that working there is...

- Tick two.
- chaotic.
 - dreary.
 - exciting.
 - infatigating.
 - glamorous.

Award 1 mark for both answers ticked:

- sweltering.
- exciting.

(1 mark)

3 Like a chef without an appetite...
What is the purpose of this comparison?

- Tick one.
- to give an example of another unusual job
 - to describe the full range of jobs available at the Royal Mint
 - to illustrate how strange it is that workers do not sample what they produce
 - not need to test the quality of their products

Award 1 mark for:

- to illustrate how strange it is that workers do not sample what they produce.

(1 mark)

5 ...hardly a queue during the lunch hour for the 800 staff.
Why does the writer tell us this?

- Tick one.
- to prove that no one had an appetite
 - to show that the workers had no money to pay for lunch
 - to show how well-organised the cashless system is
 - to prove that workers in the Mint hardly stop for lunch

Award 1 mark for:

- to show how well-organised the cashless system is.

(1 mark)

6 Look at the text in the box below.

But the director of the museum at the Royal Mint argues that, more widely, coins have an enduring appeal and will stay for some time yet. "There still seems to be a fondness for coinage and the portable aspect of money," he says, surrounded by displays of currency past and present. "Even the most modern economies and cultures in the world still have a strong attachment to notes and coins. This has been seen universally in the 2,500 years that coinage has been around."

- a) Underline three words or phrases that suggest that people like coins.
b) Find and copy the phrase that shows that cash is convenient.

a) **Award 1 mark for identifying all three of the following:**

- (coins have an enduring) appeal
- (a) fondness (for coinage)
- (a strong) attachment (to notes and coins).

(1 mark)

b) **Award 1 mark for:**

- (the) portable (aspect of money).

(1 mark)

8 Put ticks to show which statements are true and which are false, according to the text.

	True	False
Old coins can be melted down and recycled to make new ones.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Mint provides an example of how an organisation does not need cash to run smoothly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Mint also makes blank bullets for military practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The medals for the London 2012 Paralympics were made in Llantrisant.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Award 2 marks for all four rows completed correctly.

Award 1 mark for three rows completed correctly.

(2 marks)

9 Put ticks to show which of the following factors mentioned in the text support the production of coins and which suggest that coins are not essential.

	Supports the production of coins	Suggests that coins are not essential
the attitude of most modern economies and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the most common method of payment in UK shops	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the change in popularity of other forms of payment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the ease of payment in the Royal Mint canteen	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Award 2 marks for all four rows completed correctly.

Award 1 mark for three rows completed correctly.

(2 marks)

4 Put these events in order to show a typical working morning at the Mint by numbering them from 1 to 5.

- go through security **3**
- load credit card (if necessary) **2**
- arrive at reception **1**
- work the morning shift **4**
- go to the canteen for lunch **5**

Award 1 mark for:

- 3
- 2
- 1
- 4
- 5

(1 mark)

7 Find and copy the phrase that suggests that Olympic medals were the most precious things produced at the Mint.

Award 1 mark for:

- (Under secrecy and even) tighter security (than normal).

(1 mark)

- 1 Choose the best word or group of words to fit the passage and tick your choices.
The writer was travelling across the Amazon basin and was
- a) about to nearing the end of having second thoughts about completing his plans for his long journey. The passage describes the writer's thoughts and feelings as he decides to ride
- b) a giant wave. a wild horse. an Atlantic surfboard. an alligator.
- After a clumsy effort, he concludes that he should feel
- c) proud ruthless embarrassed ashamed for having the
- d) stupidity nerve imagination control to even attempt it.

Award 1 mark for each correct answer.

- a) nearing the end of (1 mark)
b) a giant wave. (1 mark)
c) proud (1 mark)
d) nerve (1 mark)

- 2 What was the writer's biggest cause for concern about surfing the Pororooca? Tick one.
- A highly skilled surfer had been badly hurt surfing the same wave.
There were many dangerous animals in the water.
He was not a very good or experienced surfer.
If he did not take this opportunity, he may never get the chance again.

Award 1 mark for:
• He was not a very good or experienced surfer. (1 mark)

- 5 Number these events from 1 to 6 to show the order in which they happened to the writer in the water.
- 3 overcome by water
5 pushed to the surface
2 tried to move fast
1 jumped in
4 tossed about by water
6 pulled out

Award 1 mark for:

- 3
5
2
1
4
6 (1 mark)

- 6 Look at the last paragraph.
I looked up in amazement.
Why was the writer amazed?
- He had not expected to survive surfing the wave.
He was grateful to have been rescued.
He did not think his attempt counted as surfing.
He had not imagined the wave would be so intense.
He was impressed with his own surfing ability.

Award 1 mark for:
• He did not think his attempt counted as surfing. (1 mark)

- 8 Put ticks to show which statements are true and which are false.
- | | True | False |
|---------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| Surfing the Pororooca is safe if you are an experienced surfer. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| The writer's first attempt at surfing was on the Pororooca. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The Pororooca surges between England and Wales on the River Severn. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Surfers choose to avoid the Pororooca because of the dangers. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| The waves on the Pororooca can last up to half an hour. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Award 2 marks for all five rows completed correctly.
Award 1 mark for four rows completed correctly. (2 marks)

- 9 Put ticks to show which statements are fact and which are opinion.
- | | Fact | Opinion |
|----------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| Tidal bores can be found all over the world. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The Pororooca is the most exciting wave to surf. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| River waves are better than sea waves. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tidal bores on rivers often last longer than sea waves. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The Pororooca is the most extraordinary natural phenomenon ever witnessed. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Award 2 marks for all five rows completed correctly.
Award 1 mark for four rows completed correctly. (2 marks)

- 3 Look at the text in the box below.
Underline four words or phrases that make the wave sound like an animal.
- Edjiman spotted it first. The slight blur on the horizon sharpened and widened and the low growl of the Pororooca gradually became a roar. From one side of the river to the other, a wave of wild horses, between three and five metres high, was clawing its way up the river. It was one of the most extraordinary natural phenomena I had ever witnessed.

Award 2 marks for identifying all four of the following.
Award 1 mark for identifying any two or three of the following:

- (the low) growl (of the Pororooca)
- (gradually) became a) roar
- (a wave of wild) horses
- clawing (its way up the river).

- 4 The writer's companion displayed contrasting emotions to those felt by the writer.
Find and copy the phrase that describes how his companion appeared to be feeling.

Award 1 mark for:
• (Edjiman seemed) surprisingly calm.

Also accept:
• calm. (1 mark)

- 7 Look at the last paragraph.
What message does the writer convey about his experience?
- You really have to be a natural athlete to survive against nature's wildness.
Being brave enough to try something new is more important than being good at it.
The most life-changing experiences can be found in the most unexpected places.
Even the wildest environments can be tamed if you have a friend to help you.

Award 1 mark for:
• Being brave enough to try something new is more important than being good at it. (1 mark)

- 10 Here is a copy of the text on page 8.
Label each arrow to show which parts of the text each statement refers to.
- A - describes the writer's personal experience of surfing the Pororooca
B - describes the Pororooca approaching
C - provides background information
D - emphasises the dangers of the Pororooca
E - summary of what the writer has learned
F - catches the reader's attention
-

Award 1 mark for all six parts of the text labelled correctly. (1 mark)

1 Look at the end of the first paragraph. ... there are some interesting theories. What are the interesting theories about?

Tick one.

how different creatures see in the dark

how different creatures use light to navigate

why moths are attracted to light

why moths are attracted to danger

Award 1 mark for:

- why moths are attracted to light. (1 mark)

2 Choose the best word or group of words to fit the passage and tick your choices.

The text says, cockroaches tend to come out when it is

a) sunny dark damp lively

to look for

b) food. companions. exercise. warmth.

However, if someone

c) gives them holds a party switches on a light

the cockroaches will

d) devour them. startle them. conceal themselves. enjoy themselves.

Award 1 mark for each correct answer.

- a) dark (1 mark)
- b) food. (1 mark)
- c) switches on a light (1 mark)
- d) conceal themselves. (1 mark)

4 Look at the text in the box below.

To understand this, you need to know about phototaxis. Phototaxis is an organism's automatic movement towards or away from light. Cockroaches are negatively phototactic; they scurry back into dark corners when someone illuminates their late-night snacking parties. Moths are positively phototactic meaning they dart towards light. They seem charmed by your porch light, a car's headlights or your campfire (even if it leads to their untimely departure). While there is no definite explanation for why this happens, there are some interesting theories.

a) Underline two words that show the speed with which the creatures move.

b) Find and copy two words that show that the creatures are compelled to react in this way.

1. automatic photo tax is

2. charmed photo tactic

a) Award 1 mark for identifying both of the following: (1 mark)

- scurry
- dart.

b) Award 1 mark for identifying both of the following: (1 mark)

- automatic
- charmed.

Also accept:

- phototaxis/(positively/negatively) phototactic. (1 mark)

6 The text presents facts and theories about moths. Put ticks to show which statements are fact and which are theory.

	Fact	Theory
Moths use the Moon and stars to guide their direction.		<input checked="" type="checkbox"/>
Moths never actually expect to find the source of the light they follow.		<input checked="" type="checkbox"/>
Moths tend to fly upwards when disturbed.	<input checked="" type="checkbox"/>	
A moth can suffer temporary blindness when moving between dark and light.	<input checked="" type="checkbox"/>	
Moths do not have good memories.		<input checked="" type="checkbox"/>

Award 2 marks for all five rows completed correctly.

Award 1 mark for four rows completed correctly. (2 marks)

7 In the first text the writer uses the word *dart* to describe the moth's movements. Find and copy one word from the poem that suggests the opposite.

motionless

Award 1 mark for:

- motionless. (1 mark)

3 Find and copy the phrase that shows what organism means.

living thing

Award 1 mark for:

- living thing. (1 mark)

5 The saying "like a moth to a flame" describes a strong attraction to something that may be deadly or dangerous. Look at the first paragraph. Find and copy the phrase that shows that moths' attraction to light can be deadly or dangerous.

untimely departure

Award 1 mark for:

- (even if it leads to their) untimely departure. (1 mark)

8 Moths are described in different ways in the text and in the poem. Tick the correct box to show whether the following descriptions are suggested by the text, the poem or both.

A moth is described as...	Text	Poem	Both
vulnerable.			<input checked="" type="checkbox"/>
confused.			<input checked="" type="checkbox"/>
fragile.		<input checked="" type="checkbox"/>	
blind.	<input checked="" type="checkbox"/>		
withered.		<input checked="" type="checkbox"/>	

Award 2 marks for all five rows completed correctly.

Award 1 mark for four rows completed correctly. (2 marks)