

# Test manual

# ED1



National Reading Tests



Llywodraeth Cymru  
Welsh Government

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## Introduction

This standardised test was commissioned by the Welsh Government to assess the reading achievement of learners in Years 8 and 9.

It is an easy-to-administer test consisting of three sections.

The test has been standardised on a representative sample of learners from schools throughout Wales.

The main features of the test include:

- whole class (or group) administration
- literary and information passages, including a range of text types
- a range of closed format question types
- assessment of a range of reading skills, including literal and inferential comprehension as well as information retrieval and synthesis
- age-standardised scores and age-equivalent scores
- standardisation norms based on a representative sample of Welsh learners
- optional extended response questions available to provide formative and diagnostic information on learner performance.

Sample materials, showing the style of test materials have been available on [learning.wales.gov.uk](http://learning.wales.gov.uk) to familiarise learners with the format of the tests in advance. If these have not already been used, it is recommended that you familiarise yourself with them and decide how best to use them with your learners.

## Taking the test – overview

### Structure of the test

The reading texts and associated questions are presented in the same test booklet. Learners are required to respond in a variety of ways to a range of different question types.

A set of 'Practice questions' is provided for learners to complete prior to taking the test. Evidence from the trials shows that learners may not be familiar with some of the question types used in these tests.

It is **vital**, therefore, that you spend time familiarising learners with this section so that they will not be disadvantaged in any way and will be able to demonstrate their best attainment.

You do not have to read the practice test aloud but you must ensure that learners attempt all the practice questions and that you discuss the most appropriate way to answer each question.

## Resources

Each learner will need a pen or pencil (depending on what they usually use in class) and a copy of the test booklet. You may also wish to supply an eraser.

Learners must **not** use dictionaries or thesauri.

## Timing

Information from the trials of the test indicates that most learners should be able to complete the test within 45–50 minutes but you may allow up to one hour for the completion of the test.

You may also want to consider whether some learners would benefit from a rest break between sections of the test in order to prevent possible loss of concentration or fatigue (for more details see the section on Access arrangements, page 8).

The following timings should be used for this test:

- give test instructions and distribute test booklets: up to 5 minutes
- review question types and complete practice questions: up to 15 minutes
- learners complete test: up to 60 minutes.

## Administering the test

It is very important that you administer the test in standardised conditions to ensure that the results are reliable and a fair reflection of the learners' abilities.

Learners should not be allowed to read aloud, discuss their work or copy one another.

Learners should complete the test using a pencil or pen, depending on usual classroom practice.

As the learners are working their way through the test, you should check periodically that they understand what they need to do and are working through all the questions.

## General guidance

In monitoring the learners as they are doing the test, you should not help them to read any words or to locate the correct answers. You should answer questions such as 'Is this the right one?' by saying 'Tick the one you think is the correct one', or, 'I'm not allowed to tell you – you need to choose for yourself'.



## Taking the test – in detail

### Before starting the test

Before the test begins you should encourage learners to ensure that their answers are clear and advise them how to change their answers, if necessary, by crossing out or erasing errors.

Explain that they will be answering different types of questions in the test booklet. Reassure the learners that you will work through an example of each question type together before they have a go themselves. The examples are provided so that learners who are unfamiliar with the question types are not disadvantaged, and that all learners understand what they need to do.

Before you start the first section, explain to the learners:

- they must work individually
- they must not talk to, or copy, each other
- you cannot help them with their reading or answering the questions.

### Administering the test

Give each learner a copy of the test.

Ask learners to complete the cover of the test booklet with the following details:

- first name
- last name
- school
- class
- date of birth (an accurate date of birth is needed to calculate age-standardised scores)
- date of test (an accurate date of test is needed to calculate age-standardised scores).

Explain the following.

- The test booklet consists of several sections, each with a variety of different questions.
- Ask learners to turn to the first page of the test booklet.
- Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
- It is **vital** that time is spent looking at the practice questions – you do not have to read the text or questions aloud, but you must ensure that learners are clear about how to complete each of the different types of question and should discuss the appropriate answer for each of them.

After learners have completed the practice questions and you are satisfied that any queries have been dealt with, continue to the main test administration.

In your own words, describe the work entailed in the booklet, but include the following points.

- Learners should work through their answer booklet answering as many questions as they can until they reach the end.
- If they find a question too hard, they should have a go and then move on to the next one.
- Learners should look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand.
- They have up to 60 minutes to complete the test.

Take note of the time and ask learners to begin the test. Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer. Remind them they can go back to them at the end if they have time.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.



## Access arrangements

The test has been designed to be accessible to the majority of learners in the recommended year groups. However, a small number of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests.

Access arrangements are adjustments to the testing conditions that may be necessary to enable an individual learner to demonstrate true attainment. The access arrangements made should reflect the normal classroom practice for learners with particular needs. These arrangements must never give a learner an unfair advantage. To decide whether an individual learner needs access arrangements, you should consider their assessment needs and the nature and extent of the support that the learner receives as part of normal classroom practice.

Special arrangements could include the following:

- a note-taker to record learners' answers if they point to or indicate their response in any way other than a written response
- taking breaks
- working in a room on their own or in a small group (supervised).

However, as this is a test of reading comprehension, providing a reader for learners who have difficulty reading would not be acceptable.

### Additional time

This is a timed test and, after working through the practice examples, the actual test should be completed within 60 minutes. If a learner is customarily given additional time to complete tasks in class, then additional time may be given for this test. Please refer to the *National Reading and Numeracy Tests – access and disapplication arrangements guidance*.

Teachers should be conscious of not extending the testing time for learners who are struggling to decode the test. Increasing the time for these learners is unlikely to lead to a more valid measure of performance.

### Rest breaks

For learners who find it difficult to concentrate, or who are likely to experience fatigue, the test can be completed in sections. Allowing a learner to take a rest break may be more beneficial than giving a learner additional time. If you decide to split the test into sections, you should consider the following:

- make sure you give the learner the same amount of time to complete the test as those who take the test in one sitting
- give the learner an opportunity to attempt all parts of the paper, so the test properly reflects their attainment.

The test can be easily split into three sections, each lasting 20 minutes, in order for learners to take a rest break. You may need to remind learners not to talk about the test during the break.

## **Alternative access arrangements**

Some learners may benefit from working in a separate room. This may be particularly beneficial for learners with emotional or behavioural difficulties; or with poor concentration; or those working with an assistant.

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner points to, or otherwise indicates, a specific answer option.



## Questions and answers

### **Do all learners in the class have to take the test?**

The decision that a learner should not sit the tests is for the headteacher to make, having had regard to the guidance made available (please refer to the *National Reading and Numeracy Tests – access and disapplication arrangements guidance* available at [learning.wales.gov.uk](http://learning.wales.gov.uk)).

In contrast to former arrangements, it is not necessary for headteachers to make a direction disapplying the national curriculum in order to do this. However, headteachers should be willing and able to explain any such decision to the learners' parents/carers or the responsible local authority. The use of this facility will be monitored and supporting evidence should be retained for this purpose.

### **What do I do if there is a fire alarm during the test?**

Ideally, a fire alarm practice should not be scheduled during the testing period. However, if this is unavoidable or if a real fire alarm occurs during the test, then the test must be stopped. If it is possible, note how much of the testing period remains at the point when the test is stopped. When the situation returns to normal, the test can be reconvened and the remaining time made available. You should encourage learners not to talk about the test content until after the test is completed.

### **What do I do if a learner arrives late for the test?**

Ideally, the tests should be carried out when the whole class is present and there are no interruptions. For example, the test should be scheduled when none of the learners are due to attend a music lesson. However, if the late arrival is unavoidable, and the test has not been underway for more than a few minutes, then you may wish to ask the learner to take the test alongside his/her peers and then provide the additional few minutes at the end of the test period. Alternatively, it may be preferable to ask the learner to engage in another quiet activity and then take the test on another occasion. If this is the case, then the learner should take the test as soon as reasonably possible (ideally on the same day) and should be encouraged not to discuss the test content with his/her peers until after the event.

## **What do I do if a learner asks me a question?**

Try to pre-empt any questions about pencils and erasers by telling learners how to obtain extra supplies. In general, follow your usual classroom practice.

You should not read any part of the text or questions to the learners other than the 'Practice questions' section. Questions such as 'Is this the right one?' should be answered by 'Tick the one you think is the correct one' or 'I'm not allowed to tell you – you need to choose for yourself'.

Genuine questions asking for clarification of what to do may be answered at the beginning of the test. Once the test is under way, only respond to learners who put up their hand. Go over to them and answer their question privately.

If every learner hears the instructions it should not be necessary to repeat them more than once or twice. If you feel that there are learners who are prone to worry, station yourself near them and answer any questions quietly.



# Markscheme

## 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.
- At the end of each double page spread of marking, 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.

## 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 other words would result in the award of 0 marks.

### 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 standardisation. For this reason, it is **vital** that they are applied for 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 reported on the DEWi system, by following this link: [dataexchangewales.org.uk](http://dataexchangewales.org.uk)

When you enter the 'total score' for each of your learners, you will be provided with an age-standardised score, an age-equivalent score and a baseline 'progress score'. You will receive these before the end of term.

This data is based on a trial of the newly developed reading tests. The trial took place in 2012 in a large, nationally representative sample of all maintained schools in Wales. The trial involved in excess of 9,900 learners.



# Marking guidance pages

## White Fang: Questions 1–11

Page 5

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

The central character in the extract is

- a) a wolf cub.  a man cub.  an Indian brave.  a hunter.

The story describes his feelings of

- b) glee  uncertainty  frustration  power

when, for the first time, he

- c) left his cave.  swam in the stream.  went into the forest.  saw humans.

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

- a) a wolf cub. (1 mark)  
b) uncertainty (1 mark)  
c) saw humans. (1 mark)

2 Look at the first paragraph.

Find and copy two words that show the cub had been to the pool before.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Award 1 mark** for identifying **both** of the following:

- familiarity (also accept: familiar)
- often.

**Do Not Accept:**

- travelled often
- (he had) travelled it often
- travelled.

(1 mark)

Page 6

5 ... live live things ...

Why does the writer use this phrase to describe the men?

to show that the Indians were alive, not dead because they sat so still they were like statues  
to show that the cub did not know what they were because they did not behave like animals

Tick one.

- 

**Award 1 mark** for:

- to show that the cub did not know what they were.

(1 mark)

6 The spell of the cub's heritage was upon him ...

What does this mean?

What happened in the past had influence over him now.  
He could not remember everything that happened in the past.  
What happened in the past was legend, not fact.  
He could not control what happened in the past.

Tick one.

- 

**Award 1 mark** for:

- What happened in the past had influence over him now.

(1 mark)

7 Why did the cub not run away when he first saw the men?

He was too tired to move.  
He wanted to sit by the fire.  
He thought the men might feed him.  
He was overwhelmed by his thoughts.

Tick one.

- 

**Award 1 mark** for:

- He was overwhelmed by his thoughts.

(1 mark)

Page 7

9 Put ticks to show which statements are true and which are false.

The cub ...	True	False
had taken a different route to the pool.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
had never seen men before.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
thought the men were weak and little.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
went and sat by the men's fire.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
was defensive when the man approached him.	<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)

10 Which of the following sentences best summarises the last paragraph?

The Indian was determined to capture the cub.   
The cub was pleased to meet the Indian.   
The cub's reactions made the Indian laugh.   
The Indian was frightened by the cub's fangs.

Tick one.

**Award 1 mark** for:

- The cub's reactions made the Indian laugh.

(1 mark)

3

... trotted in amongst the trees.

What does the word *trotted* tell us about how the cub was feeling?

Tick **one**.

- He was surprised.
- He was careless.
- He was carefree.
- He was tired.

Award **1 mark** for:

- He was carefree.

(1 mark)

4

How did the cub first become aware of the group of men?

Tick **two**.

- |   |  |
|---|--|
| They appeared suddenly outside his cave. <input type="checkbox"/>             | He had a dream about them. <input type="checkbox"/>                    |
| He found them where he did not expect to. <input checked="" type="checkbox"/> | He picked up their scent. <input checked="" type="checkbox"/>          |
| He woke up and one was poised above him. <input type="checkbox"/>             | He realised they were watching him, silently. <input type="checkbox"/> |

Award **1 mark** for **both** answers ticked:

- He found them where he did not expect to.
- He picked up their scent.

(1 mark)

8

By not running away, how is the cub's behaviour similar to the first wolf that sat by man's fire?

In both cases ...

Tick **one**.

- the wolves wanted to be friendly with the Indians.
- the wolves recognised man's superiority.
- the wolves did not know about man's power.
- the wolves needed to prove their bravery.

Award **1 mark** for:

- the wolves recognised man's superiority.

(1 mark)

11

Put these events in order by numbering them from 1 to 5.

The cub ...

- was scared by the approach of a human.  4
- was overcome by thoughts and feelings.  3
- left the cave.  1
- bared his teeth.  5
- saw something unfamiliar.  2

Award **1 mark** for:

- 4
- 3
- 1
- 5
- 2

(1 mark)



## Lost Without It: Questions 1–10

Page 9

1 What is dihydrogen oxide?

Tick **two**.

- |                        |                                     |         |                                     |
|------------------------|-------------------------------------|---------|-------------------------------------|
| an imaginary substance | <input type="checkbox"/>            | poison  | <input type="checkbox"/>            |
| a tasteless compound   | <input checked="" type="checkbox"/> | an acid | <input type="checkbox"/>            |
| a lethal element       | <input type="checkbox"/>            | water   | <input checked="" type="checkbox"/> |

Award **1 mark** for **both** answers ticked:

- a tasteless compound
- water.

(1 mark)

2 Look at the text in the box below.

Underline **two** words that show that dihydrogen oxide can be deadly.

Imagine trying to live in a world dominated by dihydrogen oxide. This is a compound\* that has no taste or smell and is so variable in its properties that it is generally benign but at other times swiftly lethal. Depending on its state, it can scald you or freeze you. In the presence of certain organic molecules it can form acids so nasty that they can strip the leaves from trees and eat the faces off statuary. In bulk, when agitated, it can strike with a fury that no human edifice could withstand. Even for those who have learned to live with it, it is an often murderous substance. We call it water.

Award **1 mark** for identifying **both** of the following:

- (swiftly) lethal
- murderous (substance).

(1 mark)

Page 10

5 We call it water.

What is the intended effect of this sentence?

- |                        |                                     |
|------------------------|-------------------------------------|
|                        | Tick <b>one</b> .                   |
| to surprise the reader | <input checked="" type="checkbox"/> |
| to worry the reader    | <input type="checkbox"/>            |
| to stress the dangers  | <input type="checkbox"/>            |
| to cause confusion     | <input type="checkbox"/>            |

Award **1 mark** for:

- to surprise the reader.

(1 mark)

6 According to the text, for what do people *pay small fortunes*?

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
|                                      | Tick <b>one</b> .                   |
| keeping fit and healthy              | <input type="checkbox"/>            |
| insurance protection against drought | <input type="checkbox"/>            |
| travel insurance                     | <input type="checkbox"/>            |
| going on summer holidays             | <input checked="" type="checkbox"/> |

Award **1 mark** for:

- going on summer holidays.

(1 mark)

Page 11

9 Put ticks to show which of the following statements from the text are **fact** and which are **opinion**.

	Fact	Opinion
... it can scald you or freeze you.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A tomato, at 95 per cent, is little but water.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water is strange stuff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... we long to be beside it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... we can't wait to frolic in it.	<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)

10 Look at the whole text.

Put ticks in the table below to show whether the information can be found in the **written** section, the **diagrams** or in **both**.

	Written	Diagrams	Both
Water can be dangerous.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water forms part of living things.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
70 per cent of a child's body is water.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Water is important in everyone's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Award **1 mark** for all **four** rows completed correctly.

(1 mark)



3

Depending on its state ...

What does this tell us about dihydrogen oxide?

- that it is always moving
- that it can be found in different areas
- that it can take different forms
- that it is normally safe

Tick one.

Award 1 mark for:

- that it can take different forms.

(1 mark)

4

Look at the first paragraph.

Which of the following best describes the acids mentioned in the text?

- Tick one.
- polluted
  - hygienic
  - decaying
  - destructive

Award 1 mark for:

- destructive.

(1 mark)

7

Look at the text in the box below.

Underline three words or phrases that might make water seem dull and unexciting.

Water is strange stuff. It is formless and transparent and yet we long to be beside it. It has no taste and yet we love the taste of it. We will travel great distances and pay small fortunes to see it in sunshine.

Award 1 mark for identifying all three of the following:

- (it is) formless
- transparent
- (it has) no taste.

Also Accept:

- 'formless' and 'transparent' underlined together.

Do Not Accept:

- taste (without 'no').

(1 mark)

8

Look at the text and diagrams.

Put ticks to show which statements are true and which are false.

	True	False
Water has no taste.	✓	
Water has a distinct smell.		✓
A bacterium is 75 per cent water.	✓	
Humans are more solid than liquid.		✓
Water drowns tens of thousands of people each year.	✓	
Humans lose about 2.5 litres of water a day.		✓

Award 2 marks for all six rows completed correctly.

Award 1 mark for five rows completed correctly.

(2 marks)

## Home Truths?: Questions 1-12

Page 13

1 Which of the following best describes this text?

Tick **one**.

- fictional narrative  factual information   
 opinion and argument  instructions and advice

Award 1 mark for:

- opinion and argument.

(1 mark)

2 What message is conveyed in this text?

Tick **one**.

- All animals need to be properly cared for.  Animals are more comfortable in the wild.   
 Zoos are best.  No-one really knows what is best for animals.

Award 1 mark for:

- Zoos are best.

(1 mark)

3 In the first paragraph, the narrator describes an imagined wild animal family. Where does the family relax?

Tick **one**.

- at the foot of a tree  on the branches of trees   
 on a rock in the sunset  in a shady haven

Award 1 mark for:

- on the branches of trees.

(1 mark)

Page 14

6 Look at the text in the box below.

Underline the phrase that shows that some animals in the wild **expect** to be eaten by others.

They imagine this wild animal roaming about the savannah on digestive walks after eating a prey that accepted its lot piously. They imagine this animal overseeing its offspring proudly and tenderly, the whole family watching the setting of the sun from the limbs of trees with sighs of pleasure.

Award 1 mark for:

- (after eating) a prey that accepted its lot (piously).

(1 mark)

7 *That is not the way it is.*

What is the effect of this single sentence paragraph?

Tick **two**.

- It highlights that everything that went before it is not true.  It has more impact because it stands on its own.   
 It is meant to separate the animal perspective from the human one.  It separates the text to show two sides of the argument.   
 It shows that the narrator is feeling defensive.  It is there to introduce the true facts.

Award 1 mark for **both** answers ticked:

- It has more impact because it stands on its own.
- It separates the text to show two sides of the argument.

(1 mark)

Page 15

10 Think about the narrator's viewpoint. Put ticks to show whether the narrator would **agree** or **disagree** with the following statements.

	The narrator would	
	agree	disagree
Animals need to have freedom to be happy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Life in the wild is not always easy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
It is wrong to put animals in zoos.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Animals have everything they need in zoos.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Living in a zoo is like living in a top quality hotel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Animals in the wild have no-one to look after them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Award 2 marks for all six rows completed correctly.

Award 1 mark for five rows completed correctly.

(2 marks)

11 ... we do for animals what we have done for ourselves ...

What does this tell us about the narrator's assumptions?

Tick **two**.

- He thinks animals have the same values and needs as humans.  He feels only humans know the correct way to live.   
 He feels all living creatures deserve to have a roof over their heads.  He thinks zoos fulfil the same role for animals as houses do for humans.   
 He thinks animals really want to live in the wild.  He believes that humans are the masters of all animals.

Award 1 mark for **both** answers ticked:

- He thinks animals have the same values and needs as humans.
- He thinks zoos fulfil the same role for animals as houses do for humans.

(1 mark)



4 What is the narrator's view of life in a zoo?

Tick one.

- It is like being in a tiny jail.  Life is easier than in the wild.   
Animals are happy to be close to humans.  Animals become dispirited.

Award 1 mark for:

- Life is easier than in the wild.

(1 mark)

5 ... animals in the wild are "happy" because they are "free".

What does the narrator think about people who believe this?

Tick two.

- that they have a good understanding of animal welfare issues  that they have an idealised view of nature   
that they can see both sides of the argument  that they realise the importance of exercise for wild animals   
that they do not understand the difficulties animals face living in the wild

Award 1 mark for both answers ticked:

- that they do not understand the difficulties animals face living in the wild
- that they have an idealised view of nature.

(1 mark)

8 What does the narrator say are the main challenges for animals living in the wild?

Tick two.

- keeping control of their territory  making sure they exercise enough   
avoiding captivity  maintaining an adequate diet   
protecting themselves from predators  living alongside humans

Award 1 mark for both answers ticked:

- protecting themselves from predators
- maintaining an adequate diet.

(1 mark)

9 What does the narrator see as the advantages of living in a compressed territory?

Tick two.

- You can do whatever you want.  It is safe.   
Everything you need is convenient.  It has proper plumbing.   
It is near to friendly neighbours.  There are so many places to explore.

Award 1 mark for both answers ticked:

- Everything you need is convenient.
- It is safe.

(1 mark)

12 Put ticks to show which of the following statements are fact and which are opinion.

	Fact	Opinion
Animals in the wild are happy.		✓
People who put animals in cages are wicked.		✓
Animals in zoos want to escape.		✓
Some people believe zoos are bad for animals.	✓	
Life in a zoo is easier than in the wild.		✓
Animals in zoos do not need to go hunting for food.	✓	

Award 2 marks for all six rows completed correctly.

Award 1 mark for five rows completed correctly.

(2 marks)



## Extended response questions – optional formative assessment materials

**These questions are for optional use and do not replace the standardised tests. Any marks awarded for these questions do not contribute to the learner's standardised test score. They can be used to guide future teaching and learning both for the individual and the group or class. You may, therefore, use them in a variety of ways; some suggestions are provided below.**

These materials take the form of extended response questions requiring learners to give longer, more detailed answers about each of the three texts they read in the test.

There are nine extended response questions, three based on each of the texts in the test, which may be used to assess learners' ability to respond in a longer, more detailed way. Each question can be awarded a maximum of three marks.

You may use as many, or as few, questions as you wish depending on what evidence you would like to collect about learners in your class. For example, you may wish to focus on one text from a particular genre or you may wish to examine the learners' understanding of each text. You may wish to use some questions with some learners but not with others.

Each question is presented as a photocopiable page so that you can provide learners with the question and a response space but, if you prefer, you could provide the question on an interactive whiteboard and ask learners to respond on paper or orally.

When these questions were trialled, learners were given 20 minutes to complete three questions and this was sufficient time for the majority of learners to complete the task. However, it is up to you to decide how long you would like to allow for this activity.

The following pages also contain the markschemes for each question. These show the ways in which marks should be awarded for different responses. The examples of answers given, shown in italics, are drawn from those given by learners during the trials. On some occasions, errors in grammar have been retained.

## Administering the extended response questions

The extended response questions should be used **after** the learners have completed the standardised test. This can be on the same day or at a later date to suit your needs.

These questions are intended to generate a written response but they can also be used for prompting class or group discussion, if preferred.

The following is a suggested way of administering the questions to generate a written response.

- Ensure that each learner has a copy of the text (this may be a copy of the test booklet) to refer to during the task – you may wish to ask them to read the text(s) again prior to doing the question(s). Learners may refer to the text as often as they like when giving their response.
- Give each learner a copy of the question(s) you wish them to do.
- Tell the learners how long they have to complete the task.
- At the end of the task, collect their responses.

## Marking the extended response questions

Guidance is provided about how the extended responses should be marked.

The skills addressed by each task are listed below the question. This is followed by guidance about how to decide which answers are creditworthy, which are not and how to award the range of marks. This is often presented as a list of acceptable points (scoring criteria) and these are labelled as P1, P2, etc. Below this markscheme there are examples of learners' answers. The acceptable points are identified to show how marks are awarded for a particular answer.

There is often more than one way of gaining two or three marks in response to extended response questions. Although this is not a hard-and-fast rule, the usual means for attaining more than one mark are as follows:

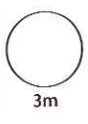
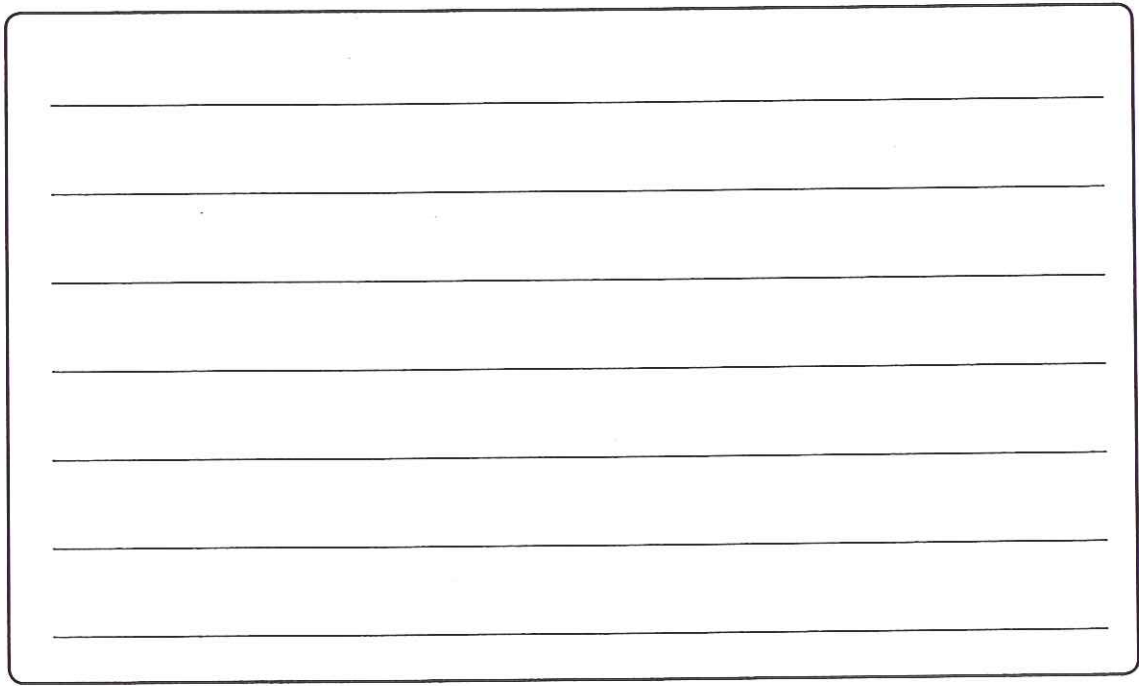
- the learner gives two or three of the acceptable points identified in the markscheme. This essentially consists of providing the points with no further elaboration.
- the learner provides an answer in which they develop one or more acceptable points. A developed explanation might involve retrieving a quotation as support or a more in-depth explanation of the point(s) made.

Further support for marking the extended response questions, together with additional exemplification, will be provided on the Learning Wales website at [learning.wales.gov.uk](http://learning.wales.gov.uk)

1 **White Fang** (page 4)

How does the writer encourage the reader to sympathise with the cub?

Explain your answer fully, using the text to support your answer.

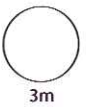
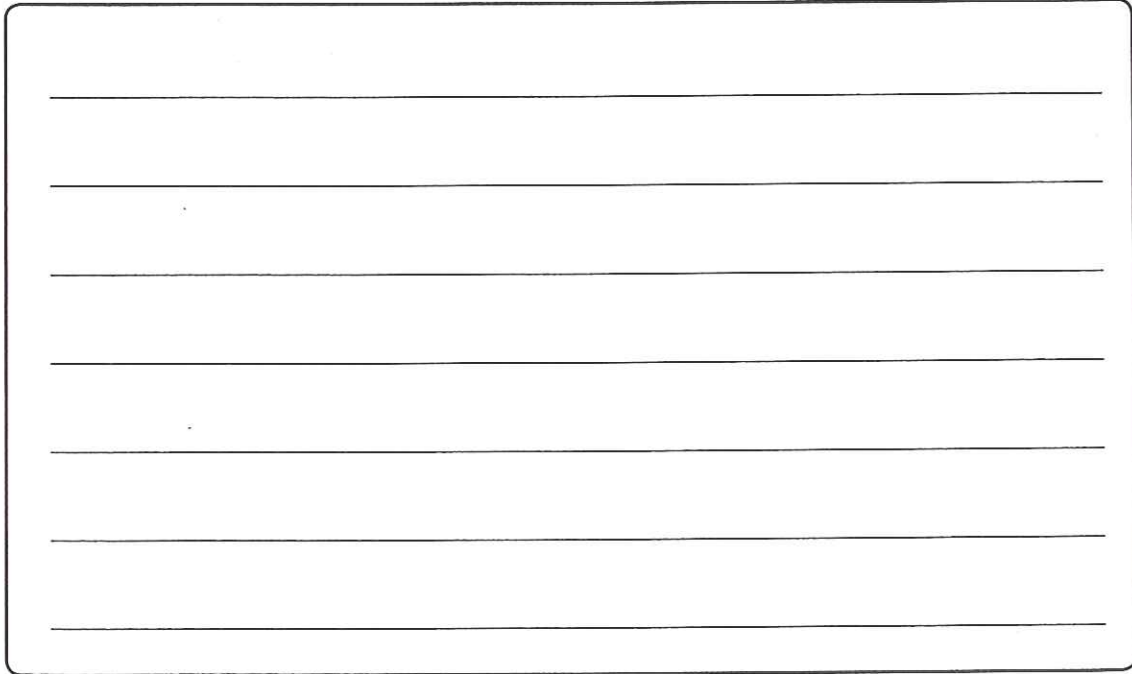




2 **White Fang** (page 4)

Describe the relationship that has existed between wolf and man in the past.

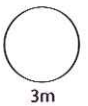
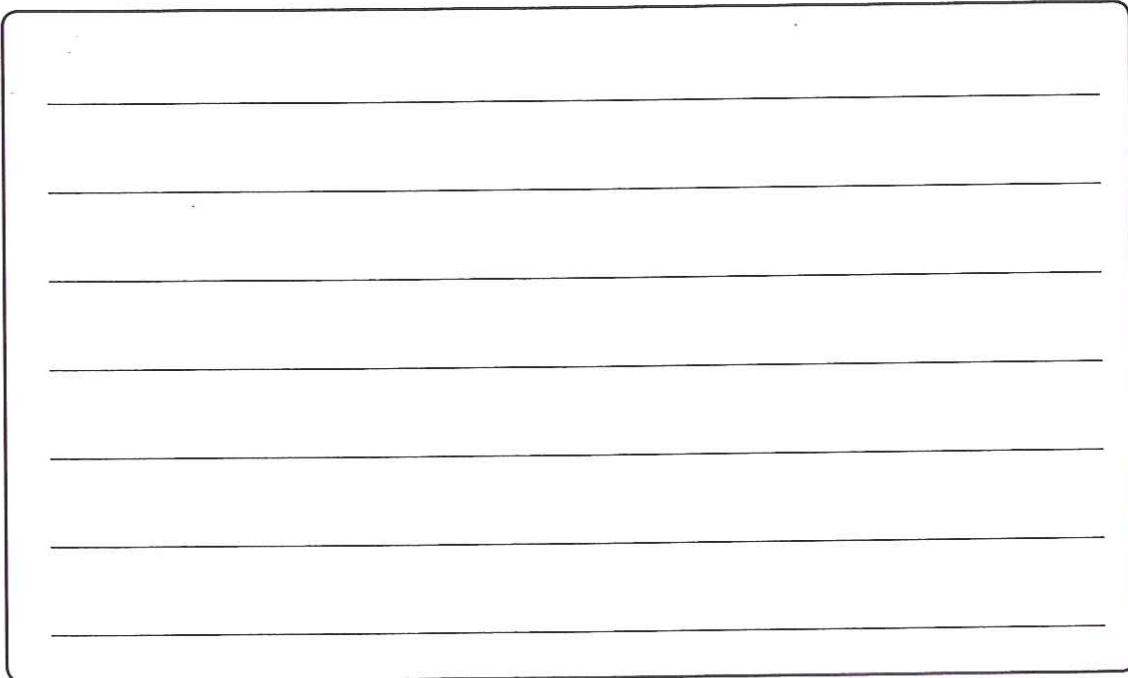
Explain the impact of this on the cub, using the text to help you.



**3** *White Fang* (page 4)

Compare and contrast the reactions of the cub and the Indians when they met.

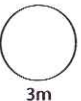
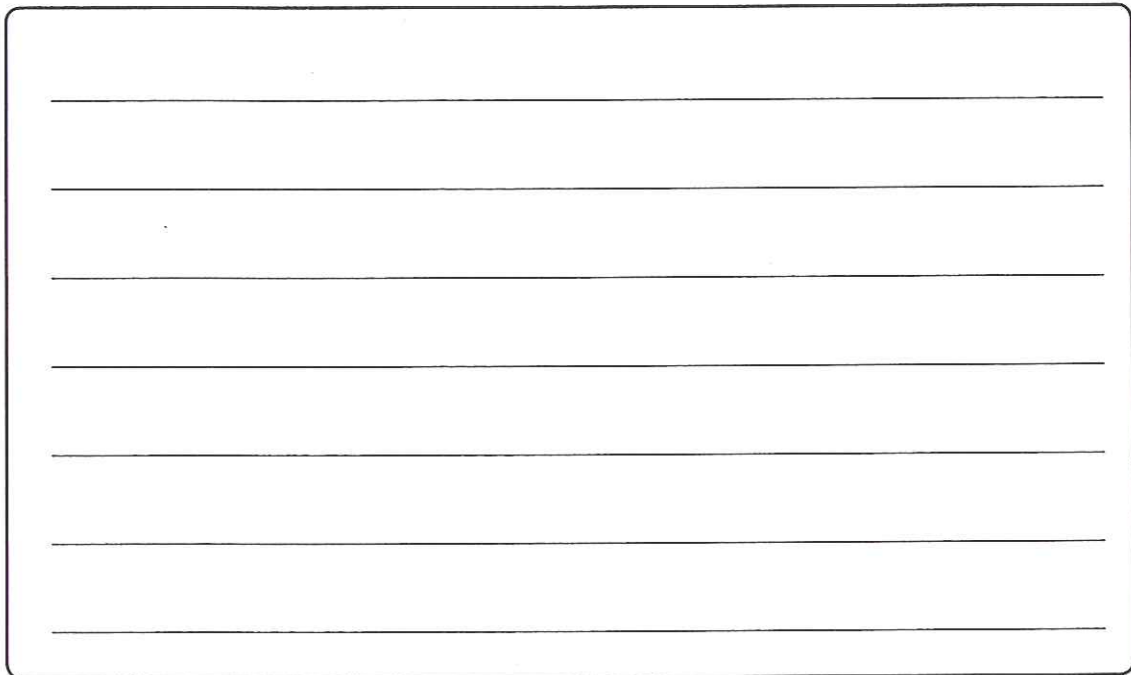
Explain your answer fully, using the text to help you.



**1** *Lost Without It* (page 8)

Explain how water can be both good and bad.

Use the text to support your answer.





**2** *Lost Without It* (page 8)

The word *water* is not mentioned until nearly half way through the text.

Then it is mentioned repeatedly.

What effect does this have on the reader?

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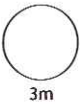
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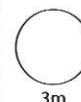



**3** *Lost Without It* (page 8)

This information is presented in text and diagram form.

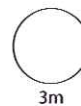
How do these methods of presentation work together?

Explain your answer fully.



**1** *Home Truths?* (page 12)

What is the effect of comparing a zoo enclosure to a human home?





2 **Home Truths?** (page 12)

What **two** disadvantages of living in a zoo does the narrator avoid or gloss over?

Explain why he has chosen not to explore these in more detail.

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**3** **Home Truths?** (page 12)

- a) *Would you rather be put up at The Ritz with free room service and unlimited access to a doctor or be homeless without a soul to care for you?*

How does the narrator persuade you that 'The Ritz' is the correct answer?

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- b) Now think about the whole text.  
In what other ways does the narrator try to persuade you to his point of view?

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1

**White Fang** (page 4)  
 How does the writer encourage the reader to sympathise with the cub?  
 Explain your answer fully, using the text to support your answer.

*Focus of the question: Inference and deduction; Evaluation of language; Evaluation of authorial intent/impact on reader.*

Answers may refer to:

Specific techniques used by the writer:

[P1] presents events from cub's point of view (defensive/afraid)	[P4] uses specific language that engenders sympathy
[P2] describes cub's feelings and reactions	[P5] makes the cub the main character (passage is mostly about the cub)
[P3] makes cub seem vulnerable/naive/innocent/helpless/afraid/defensive/not aggressive (or shows that humans are dominant/powerful)	[P6] did not describe the human's feelings
	[P7] builds a sense of suspense/anticipation

General ideas conveyed by the writer:

[P8] incident occurs by accident/cub does not expect it/never seen humans before	[P10] he has sympathy for the cub
[P9] humans are stronger/historically have dominance over other animals	

Impact of the text on the reader:

[P11] puts reader 'in his shoes'/helps reader to empathise	[P13] 'it makes the reader think/feel ...' (allow 'engaged' if explained, but not on its own) or he wants the reader to think/feel.
[P12] the reader is helped to understand how the cub feels	

Award **3 marks** for answers that include any **two** of the acceptable points, together with an explanation or supporting textual reference, e.g.

- *The writer makes us feel sorry for the cub by reminding us of how the red Indians could easily harm him [P9]. Phrases like 'overwhelming sense of his own weakness and littleness' lead us to believe that the cub is defenceless [P13 with textual reference].*

Also award **3 marks** for answers that include any **three** of the acceptable points, but without any explanation or textual reference, e.g.

- *The writer encourages the reader to sympathise with the cub by describing how the cub sees it [P1] and how the cub feels [P2]. He tries to make the reader put themselves in the cub's shoes [P11] and helps them to imagine what it would be like if it were them [P12].*

Award **2 marks** for answers that include **one** acceptable point, together with an explanation or supporting textual reference, e.g.

- *The writer encourages you to sympathise with the cub by saying 'he cowered down in a paralysis of fear' [textual reference], this makes you feel sorry for the cub and you want to help him [P13].*

Also award **2 marks** for answers that include **two** of the acceptable points, but without any explanation or supporting textual reference, e.g.

- *It puts the reader in the position of the cub [P11] by telling you how he felt [P2].*

Award **1 mark** for answers that refer to **one** of the acceptable points (even if the same element is expressed in several different ways), e.g.

- *The writer tries to encourage the reader to sympathise with the cub by making the cub only young and that it gets scared by the Indian [P3].*

**Do not accept** answers which simply refer to events in the story without linking them to at least one of the acceptable points listed.

2

**White Fang** (page 4)

Describe the relationship that has existed between wolf and man in the past.

Explain the impact of this on the cub, using the text to help you.

**Focus of the question: Inference and deduction; Interpretation and synthesis of ideas and information.**

Answers should reflect an understanding of:

a) Historical/past relationship:

[P1] man's dominance/power over wolves and other animals/wolves submission/man not afraid

[P2] fighting/struggling for supremacy/were enemies

[P3] mutual respect or mutual curiosity/companionship/able to get along/previously wolf came in to sit by man's fire.

b) Current/present impact on cub/describes cub's thoughts or feelings:

[P4] cub feels respect/awe

[P5] cub feels fear/paralysis/uncertainty

[P6] cub is instinctively defensive, bares fangs

[P7] sense of recognition of man despite never seeing them before

[P8] cub feels territorial

[P9] cub instinctively knows man dominates/subconsciously submits to man

[P10] cub has instinct to flee.



Award **3 marks** for answers that include at least **one aspect** drawn from **both** (a) and (b), together with a well developed explanation or supporting textual references relating to both, e.g.

- *The relationship that had existed between wolf and man in the past had been one of struggle [P2] and man's power over wolves and other animals [P1] which lives fresh in animals' and wolves' minds. The impact that this has on the cub is that he realises how weak he is and how powerful humans are [P9] and he has fear [P5] and respect [P4] for men who have struggled with the wolf for generations. And this is what his fear and respect is born from.*
- *Wolves could feel man's power, so they co-existed [P3], with man as the master. He became motionless [P5], he felt belittled by the human's mastery [P9]. This instinct made him automatically frightened of man [P9 or P5].*

Also award **3 marks** for answers that include **three aspects** (or more) drawn from **both** (a) and (b) but without full development, e.g.

- *The relationship that has existed between wolf and man had been unfriendly and vicious [P2]. The impact on the cub is that he naturally feels defensive [P6], scared and unsure what to do [P5].*
- *Man and wolf, have fought for dominance [P2] have come to fear and respect each other [P3]. The cub, sensing of man's reputation [P7], is fearful of what they could do to him [P5].*

Award **2 marks** for answers that include **one aspect** from **either** (a) or (b) together with an explanation or supporting textual reference, e.g.

- *The impact on this cub is that he has never seen a human before and is unfamiliar with this species, the cub doesn't want to be touched by the Indian, the cub has a lot of thoughts running through his mind as well as feelings [P5 with explanation].*

Also award **2 marks** for answers that include **any two aspects** from (a) and/or (b) but without explanation, e.g.

- *In the past, they had been enemies [P2], but the man had always won [P1].*
- *The cub respected the men [P4], and knew straight away that they were powerful [P9].*

Award **1 mark** for answers that include any **one aspect** from (a) or (b), e.g.

- *The impact this had on the cub was that it was scared that it was going to be killed by the Indians [P5].*
- *The relationship that has existed between man and wolf in the past was that there was always war between man and wolf [P2].*

3

**White Fang** (page 4)

Compare and contrast the reactions of the cub and the Indians when they met.

Explain your answer fully, using the text to help you.

**Focus of the question: Inference and deduction.**

Answers may refer to any of the following aspects of each character's reaction:

Cub:

- [P1] uncertain/curious/surprised/confused/unsure what the men were/didn't expect to see men
- [P2] afraid/paralysed/could not move/intimidated/overwhelmed/nervous
- [P3] respectful, in awe/(dim) recognition of man's power/superiority
- [P4] defensive reaction: hair bristled, lips writhed back, fangs bared (bravery/bravado)
- [P5] wanted to escape/be left alone

Indians:

- [P6] relaxed: laughing/amusement
- [P7] showed no fear (did not spring to feet, show teeth, snarl)/dominance over cub/silent, ominous
- [P8] recognised what cub was
- [P9] walked over, curious/interested in cub.



Award **3 marks** for answers that refer to at least **three reactions** (two for one character, one for the other) together with some development, explanation or textual evidence, e.g.

- *The Indians were not scared because it was only a small cub that could do no harm. The cub was scared [P2], because he had never seen humans before and he did not know what they were going to do [P1].*
- *The reactions of the cub and Indians were different when they met, because the cub was scared [P2], in fact he 'cowered down in a paralysis of fear' [textual reference]. The Indian 'spoke laughing' [P6] and he 'reached down to seize hold of him' [textual reference] which shows that the man was not scared [P7]. Also, the cub stood still when he saw man and didn't run away as he was so scared he couldn't move [P2 with development].*

Also award **3 marks** for answers which refer to **two (or more) reactions** for **each** character, but without any development, e.g.

- *When the cub met the Indians he was nervous [P2], unsure, confused [P1], but when the Indians met the cub they were not scared [P7], but curious [P9].*
- *When the cub and the Indians met, the reaction from the cub was scared [P2] and defensive [P4]. The reaction from the Indians was 'interested' [P9]; they found it funny that the cub was being defensive [P6].*

Award **2 marks** for answers that refer to **one reaction** for **each** character together with some development, explanation or textual reference of one reaction, e.g.

- *The cub has never seen a human before so he is very nervous [P2 with explanation] of the Indian because he is towering over him. The Indian was laughing at the young cub [P6].*
- *The wolf cub looked surprised and unsure of the humans and he didn't know what to think [P1 with development], in contrast, one of the humans seemed quite confident to approach the wolf cub [P9].*

Also award **2 marks** for answers that include at least **three reactions** (two for one character and one for the other) but without any development, explanation or textual reference, e.g.

- *Then the Indian got up and walked towards him [P9], but the cub didn't move [P2]. The cub snarled [P4] but still didn't make an attempt to get away.*
- *When they met, the cub was confused [P1] and overwhelmed [P2]. The man was inquisitive [P9].*

Award **1 mark** for answers that refer to **one reaction** from one character, together with an explanation or textual reference, e.g.

- *The Indians were very calm [P7] when White Fang first appeared, they didn't react towards him. It says 'they did not move but sat there, silent and ominous' [textual reference].*

Also award **1 mark** for at least **two reactions** from only one character without any development, e.g.

- *When the cub first saw the Indians he was scared [P2], but towards the end he growled his teeth and showed off his fangs [P4].*
- *At first the Indian was curious [P9], but then he found the cub funny [P6].*

Also award **1 mark** for **one reaction** of each character but without any development or textual reference, e.g.

- *The cub and the Indian's reactions were similar. They both look at each other silently [P2 and P7].*
- *The cub was scared [P2]. The Indian laughed at the cub's reactions [P6].*



1

**Lost Without It** (page 8)  
 Explain how water can be both good and bad.  
 Use the text to support your answer.

*Focus of the question: Retrieval of ideas and information; Interpretation and synthesis of ideas and information.*

Answers may refer to:

Good aspects of water	Bad aspects of water
[P1] controls body temperature [P2] pads joints [P3] protects organs [P4] helps soak up nutrients [P5] helps breathing [P6] changes food into energy [P7] keeps us healthy/fit [P8] quenches thirst/prevents dehydration [P9] removes waste [P10] carries oxygen and nutrients to cells [P11] provides enjoyment (seaside etc) [P12] washing/bathing [P13] keeps us alive/source of life.	[P14] freeze [P15] scald/burn [P16] drown [P17] strip the leaves from trees [P18] eat the faces off statuary [P19] floods [P20] tidal waves/tsunamis [P21] can kill/injure [P22] destructive/damaging [P23] can be dangerous.
<p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• 'it is healthy' with no reference to impact on humans.</li> </ul>	

Award **3 marks** for answers that include **five** examples drawn from across **both** the lists of good and bad aspects of water, e.g.

- *Water can be good because it keeps us living [P13] and hydrated [P8], and also lets us have fun [P11]. But can also be bad by drowning people [P16], burning [P15] and freezing [P14] people and flooding homes [P19].*

Award **2 marks** for answers that include **three** or **four** examples drawn from across **both** the lists of good and bad aspects of water, e.g.

- *Water is good because it helps our bodies soak up nutrients [P4] and helps change food into energy [P6]. Water is bad because depending on its state it can scald you [P15] or freeze you [P14].*
- *Water can be good because it hydrates your body [P8] and keeps you alive [P13]. It can be bad because, as the texts shows, 'drowns tens of thousands of people every year' [P16]. It has its good uses and bad uses.*

Award **1 mark** for answers that refer to **two** examples drawn from across **both** the lists of good and bad aspects of water, e.g.

- *Water can be good because it keeps almost everything alive [P13]. Water can be bad because if it forms acids it can become destructive [P22].*



2

**Lost Without It** (page 8)

The word *water* is not mentioned until nearly half way through the text.

Then it is mentioned repeatedly.

What effect does this have on the reader?

**Focus of the question: Evaluation of text structure/organisation/presentation; Evaluation of language; Evaluation of authorial intent/impact on reader.**

Acceptable points:

- [P1] makes it seem mysterious/exciting at first (a daunting compound)/gets the reader guessing/you don't know what's being talked about at first
- [P2] shock factor, makes reader feel surprised/silly
- [P3] presents a different perspective of water, as an interesting/dangerous/untamed substance rather than the ordinary
- [P4] recognition of how the author manipulates the reader/makes you think/want to read on
- [P5] refers to/explains use of repetition, e.g. 'hammers home' what dihydrogen oxide is
- [P6] the repetition of 'water' reflects the point the writer is making that water is everywhere.

Award **3 marks** for answers that refer to **three** (or more) of the acceptable points, e.g.

- *The effect this has on the reader is that they wonder what it is the text is talking about [P1] and are compelled to read on [P4]. Then, the reader discovers that the text is describing water, and the author shocks the reader [P2] by revealing that the wondrous, dangerous and 'lethal' substance he is describing is a very mundane substance [P3]. Then he repeats the word water to keep reminding us [P5].*
- *It makes this dihydrogen oxide sound like a really unusual deadly substance [P3] then you're amazed [P2] when it tells you it's just water. This makes the reader think [P4] about its properties and see things differently.*

Award **2 marks** for answers that refer to **two** of the acceptable points, e.g.

- *'Water' is not mentioned until half way through the text so that it surprises the reader [P2] and then keeps on repeating it to make it clear to the reader [P5].*
- *In the beginning the reader would think that they are reading about a new substance [P1]. When the word water is mentioned, readers then look at it from a different perspective [P3].*

Award **1 mark** for answers that refer to **one** acceptable point, e.g.

- *It's a real surprise [P2].*
- *Using water repeatedly means that it is trying to reinforce the points it made about it earlier [P5].*

Allow **1 mark** per acceptable point, but **do not** credit multiple references to the same point more than once.

3

**Lost Without It** (page 8)

This information is presented in text and diagram form.

How do these methods of presentation work together?

Explain your answer fully.

*Focus of the question: Evaluation of text structure/organisation/presentation; Evaluation of authorial intent/impact on reader; Interpretation and synthesis of ideas and information.*

Answers may (accurately) refer to positives and/or negatives of each text type

Written text		Visual text	
[P1]	less accessible	[P1]	more accessible
[P2]	harder to read	[P2]	easier to read/visualise
[P3]	less appealing/more boring	[P3]	more appealing/enjoyable/less boring
[P4]	more detail/depth/explanation	[P4]	less detail
[P5]	draws reader in		
[P6]	surprise element/dramatic impact		
[P7]	introduces the subject/tells facts/story/opinions		
[P8]	too long	[P9]	more succinct/summary
		[P10]	breaks up text/lots of different examples
		[P11]	provide additional information
		[P12]	lists facts/shows facts
		[P13]	no (broader) context (more inference needed)

and/or **explain how they work together** by describing how the texts **impact** on the reader, e.g.

[E1] complement/reinforce one another - different ways of presenting/expressing similar information or expanding detail, providing additional examples

[E2] contrast/compare with one another - one gives information about 'x', the other about 'y'; one tells, one shows

[E3] have an overarching theme - water is vital in all our lives

[E4] help you understand it better

[E5] different text types suit different readers/variety of presentation.



Award **3 marks** for reference to **four** (or more) acceptable points, e.g.

- *The text and diagram form work well because it gives you good detail in the text [P4] and information and facts in the diagram [P12] and the facts in the diagrams make it more interesting [P3] and shows the facts better like in the adult the diagram shows how much water was in there and makes it easy to picture [P2].*
- *The information presented in two ways gives the reader similar yet different facts [E1]. The text explains water in great detail [P4] whereas the diagrams show facts [P12]. The diagrams are more appealing [P3] to some readers and capture the readers' attention. They work together well as they offer different things for different people [E5]. A simpler explanation and a more complicated one.*
- *By presenting the information in both text and diagram form, the presentation of the piece works together in that whilst the text is more 'in-depth' and provides a greater amount of detail [P4], the diagrams act as annotations; almost adding to the information already given [P11]. The pictures summarise the written information [P9] whilst, when the text is referred to, similar points can be found in a more loquacious manner [E1].*

Award **2 marks** for reference to **three** acceptable points, e.g.

- *You can read something and if you don't understand it you can look at the diagram [E1] so the diagram shows you basic facts [P12] but the writing gives you more explanation [P4].*
- *I think they work together well because instead of having a massive block of text, having a diagram breaks it all up [P10], making it better to look at [P3]. Also it helps you understand it more [P1].*
- *The text helps give a lot of information [P4] but as well as that it has a lot of impact on the reader [P6]. The diagram splits up the information into more manageable chunks [P10].*

Award **1 mark** for reference to **two** acceptable points, e.g.

- *It works because if you struggle to read then the diagram can sometimes make it easier to understand the topic [P2 and E5].*
- *The information is presented as both text and a diagram. They work together as the text introduces you so you know what the subject of the information is [P7], and the diagram provides you with facts [P12].*

Allow **1 mark** per acceptable point, but **do not** credit multiple references to the same point more than once.



1

**Home Truths?** (page 12)

What is the effect of comparing a zoo enclosure to a human home?

*Focus of the question: Interpretation and synthesis of ideas and information; Evaluation of authorial intent/impact on reader.*

Acceptable points:

- [P1] makes zoos seem like a 'homely', safe, kind, convenient, comforting option, over the dangers of living in the wild/all needs provided for
- [P2] assumes/suggests that animals have the same/equivalent needs/wants/desires/requirements (for their homes) as humans; compares the needs of animals and humans
- [P3] makes the link (or explains comparison) between human homes and zoos (it's just like home)
- [P4] impact on reader – puts you in 'their shoes'/encourages empathy/understanding/consideration/respect or makes the reader reflect/consider animal needs (in human terms); easier to relate to, what you would want for yourself, so can appreciate why animals might want that too
- [P5] authorial intent – to persuade the reader that zoos are 'nice'/good for animals.

**Do not accept** comparison of home and zoo.

Award **3 marks** for well developed answers that include at least **two** acceptable points together with development, explanation or textual reference, e.g.

- *The effect of comparing a zoo enclosure to a human home is that it will connect more with the reader to make them realise they like their home so the animals must like the zoo. Therefore, we imagine what we would be like without a home and feel empathy and agree with the writer. [P2 and P4 with development].*
- *It makes you consider views from both environments, showing the enclosure has the same uses as a human home for the animal [P3]. It affects the way we think of an enclosure whereas we might have thought of it as a prison cell we begin to think that really it's more like a place of safety, a home [P1 with development].*

Also award **3 marks** for answers which refer to at least **three** acceptable points but without further development, e.g.

- *Comparing a zoo enclosure to a human home helps the readers relate to an animal's way of life [P4]. It makes us think that the animals are better off in zoos than in the wild because the animals have everything they need in their sight [P1], just like we do in our home [P3]. This means that we can understand where the writer is coming from in his argument [P5].*

Award **2 marks** for developed answers that refer to **one** acceptable point together with development, explanation or textual reference, e.g.

- *The effect of comparing a zoo to a human home is that a human home is sheltered and nice and most humans love their homes [P1]. So by comparing them together will make a zoo enclosure look more appealing [explanation].*

Also award **2 marks** for answers that refer to **two** acceptable points without further development, e.g.

- *Comparing a zoo enclosure to a human home is like saying a zoo is the same as a human home [P3] and animals should and need to live the same way as humans [P2].*

Award **1 mark** for answers that refer to **one** of the acceptable points, e.g.

- *That in zoos it is more comfortable and safer than in the wild [P1].*
- *It shows that animals should be treated with respect and care, just like humans [P2].*

2

**Home Truths?** (page 12)

What **two** disadvantages of living in a zoo does the narrator avoid or gloss over?

Explain why he has chosen not to explore these in more detail.

*Focus of the question: Inference and deduction; Interpretation and synthesis of ideas and information; Evaluation of authorial intent/impact on reader.*

a) Disadvantages of zoos:

[P1] space: limited size of the zoo enclosures

[P2] lack of freedom/restriction/lack of choice

[P3] animal's feelings: unnatural/not like living in the wild/may be stressful (close to humans); separated from family

[P4] poor conditions in some zoos: reference to 'sound' zoos – i.e. there are less good ones

b) Explanation of why the author does not mention disadvantages:

[P5] it would dilute his argument and give more credibility to those who disagree

[P6] he wants us to think zoos are good/wild is bad.



Award **3 marks** for well developed answers, with points drawn from **both** (a) and (b), that give **two** disadvantages and refer to the author's persuasive purpose, e.g.

- *That in captivity the animals don't have enough space to move around [P1]. They get scared with lots of people around them looking into their cage [P3]. The writer didn't say this because he didn't want the zoo to look bad [P6].*
- *He does not discuss how confined enclosures are [P1] and how unnatural it is to have people staring at you and feeding you everyday of your life [P3]. He does not explore these because he is portraying his opinion of how zoos are good [P6], so he doesn't want the reader to think about the stress zoos can create for animals [P5].*
- *Disadvantages of living in a zoo are lack of space [P1] and how the animals and its family get separated [P3]. The author probably doesn't mention these because they don't support his opinion and would therefore give the reader more reason to disagree [P5].*

Award **2 marks** for answers that give **one** disadvantage from (a) and refer to the author's purpose/intent from (b), e.g.

- *One disadvantage that the narrator avoids is that animals don't have freedom in the zoo [P2]. He chooses to do this because this is a negative, and the narrator is for animals being kept in zoos [P5].*
- *The disadvantages are that the animals are not free [P2], they don't get to do what they like. The narrator has avoided this because they are saying what is good about living in a zoo and they don't want people to see the disadvantages of zoos [P6].*

Also award **2 marks** for answers that include **two** disadvantages, from (a), e.g.

- *The disadvantage of living in a zoo that the narrator avoided was they have been separated from their homes and families [P3]. Another disadvantage the narrator avoided was that they're not actually free [P2] and they're not in their real living conditions [P3] so it's a big change for the animals to adapt to.*

Award **1 mark** for answers that give **one** disadvantage, from (a), e.g.

- *It's small to live in as in the wild there's plenty of room to run around [P1].*
- *He doesn't mention that it's not natural for animals to be separated from their families [P2].*

Also award **1 mark** for answers that show a simple or incomplete understanding of author's intent without explanation (e.g. he only shows the positive things), e.g.

- *He wants to people to like zoos [P6].*
- *He tries to make the wild sound horrible [P6].*



3

**Home Truths?** (page 12)

a) *Would you rather be put up at The Ritz with free room service and unlimited access to a doctor or be homeless without a soul to care for you?*

How does the narrator persuade you that 'The Ritz' is the correct answer?

b) Now think about the whole text.  
In what other ways does the narrator try to persuade you to his point of view?

**Focus of the question: Inference and deduction; Evaluation of language; Evaluation of authorial intent/impact on reader.**

Acceptable points:

a) recognition of authorial technique within the <b>given sentence</b>	b) recognition of authorial technique within the <b>whole text</b>
[P1] presents mainly positive aspects, e.g. suggests that zoo life is like living in a luxury hotel/makes it sound really nice/ makes the wild/homelessness sound bad	[P1] presents mainly positive aspects, e.g. makes zoo life sound more comfortable/ easy than living in the wild/like living in a house/home
[P2] uses emotive appeal/language/ imagery (homeless; no one to care)	[P2] use of emotive appeal/language/ imagery
[P3] equates animal desires to humans'	[P3] equates animal desires to humans'
[P4] use of exaggeration	[P4] use of exaggeration
[P5] he presents extreme options.	[P6] presents the difficulties of living in the wild/advantages of living in a zoo
	[P7] avoids the negative issues, e.g. of freedom and natural environment
	[P8] presents the difficulties of living in the wild/advantages of living in a zoo
	[P9] suggests animals would agree with writer.

**Do not** credit the same point given in both (a) and (b).

Award **3 marks** for answers that refer to **two or more** acceptable points for **each** of (a) and (b), e.g.

- *a) The narrator persuades you that 'the Ritz' is the right answer because he compares a top of the range place with all luxuries included to a very sad and opposite end of the scale situation [P5]. Also, most people are naturally drawn into nicer places, and he makes the zoo sound like a nice hotel [P1].*  
*b) Other ways the narrator tries to persuade you to his point of view is by creating imagery [P2] such as 'a place for resting' and 'food appearing six days a week'. Also, he compares their standard of living to ours [P3], which gets the reader to think about their home and understand/agree with his opinion.*
- *a) He makes you think that you could have not just a normal life like now but you can have an extremely good life in The Ritz with everything you need or want [P1], or that you can be a nobody with no-one who loves you [P2], this would make you choose the first as it is good.*  
*b) In the texts the narrator persuades you by telling you facts about the animals and only showing ones that help his side of the argument [P6], also he mentions no bad points like possible lack of exercise [P7].*

Award **2 marks** for answers that refer to **three** acceptable points, drawn across part (a) **and** part (b), e.g.

- *a) The narrator persuades you by telling you all of the good things about 'the Ritz' [P1] and not focusing on them so much when he tells you about the animals living in the wild.*  
*b) He tells you lots of facts as well as opinions about the best sides of living in a zoo [P1] but when he tells you about living in the wild, he uses strong words [P2] to make you think about what he is saying about predators killing their prey [P8].*
- *a) The narrator persuades you that 'The Ritz' is the correct answer by making it sound a lot better than being homeless [P1].*  
*b) The narrator compares a zoo to our homes and getting given everything animals need in a zoo [P3], which makes us feel that animals would like it better there [P9].*

Award **1 mark** for answers that refer to **one** acceptable point in **both** part (a) and part (b), e.g.

- *a) He persuades you by telling you about all the amazing things at the Ritz [P1].*  
*b) He uses strong language [P2] when telling us about the bad things and then the good things.*

Also award **1 mark** for answers that refer to **two** acceptable points drawn from **either** part (a) **or** part (b), e.g.

- *a) The narrator persuades you by choosing 'Ritz' because he is using persuasive language [P2] and making everything sound bigger and better than an average lifestyle [P4].*  
*b) He tries to persuade you because he wants all of his text to be right [no credit].*