

English

Reading Test Mark Scheme

2002

1. No mark scheme available

2. No mark scheme available

3. **The Spark of New Life**

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

1. smoke animals lightning rain

Focus of question: *retrieval*

2. giving them shelter clearing the ground making leaves fall giving them shade

Focus of question: *inference (simple)*

3. large animals forest rangers small creatures fire pines

Focus of question: *retrieval*

4. large animals forest rangers big bushes fire pines

Focus of question: *retrieval*

5.

less soil

more space

less grass

more variety

Focus of question: *inference (simple)*

up to 5 marks

6 Focus of question: *inference (simple)*

Award **1 mark** for answers which refer to the fire/heat melting the resin, eg:

- *the fire melts the sticky resin;*
- *the seeds are held in resin which melts in the heat and releases the seeds.*

Do not accept references to the *cone* melting.

1 mark

7 Focus of question: *inference (simple)*

Award **1 mark** for references to the monkeys' change of diet, eg:

- *by changing their diet;*
- *they now lived on dried fruits, young shoots and insects.*

Do not accept responses which simply list the foods eaten after the fire.

1 mark

8 Focus of question: *retrieval*

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

signs of new plant growth, eg:

- *grasses and plants began to grow;*
- or insects and/or small animals present, eg:
- *small animals came to feed on the new growth.*

Also accept direct quotation of appropriate parts of the text.

1 mark

(b) Award **1 mark** for responses which refer to the greater variety of plants and/or animals, eg:

- *new / different kinds of trees grew there;*
- *new / different / large animals moved in.*

Also accept direct quotation of appropriate parts of the text.

Do not accept: *more animals /plants.*

1 mark

9 (a) Focus of question: *inference (complex)*

Award **1 mark** for answers which link both parts of the title with the content, eg:

- *after the fire (the spark) new life begins;*
- *because the fire burns down the forest and gives good space for things to grow;*
- *a 'spark' can cause a forest fire which destroys the forests but encourages 'new life';*
- *after a fire the result isn't always bad and there is new life, so it's describing what happens.*

1 mark

(b) Focus of question: *understanding of organisational features of text*

Award **1 mark** for reference to summarising the stages of the cycle, eg:

- *if you have to read things quickly it gives you the most important stuff;*
- *to tell you what the writing is going to be about;*
- *it's telling you the stages of what happens before and after the fire.*

Also accept references to captions for the photographs, eg:

- *the writing tells you what is going on in the pictures*

Do not accept very general responses which could relate to the whole text, eg: *it tells you what happens / it gives you more information*, or references to impact, eg: *to make the facts stand out more*, **or** reference to subheadings without development.

1 mark

(c) Focus of question: *understanding of organisational features of text*

Award **1 mark** for references to the sequence of events, the cyclical nature of the process or the function of the arrows in guiding the reader, eg:

- *it shows a cycle of events which will happen again and again;*
- *to show that it's a cycle;*
- *the arrows show you where you have to go next.*

1 mark

4. No mark scheme available

5. There's a Fire in the Forest

1 Focus of question: *inference (simple)*

Award **1 mark** for each of the following responses:

(a) *fire / flames / fierce burning;*

1 mark

(b) *water / stream / safety / sanctuary / shelter.*

Do not accept: a place to hide / a new place to live.

1 mark

2 Focus of question: *recognition of language choices*

Award **1 mark** for two words from the following list:

(are) fleeing

reach

surging

(are) labouring

(are) seeking

straining

driving

escape

Do not accept: *moving* or complete lines or phrases from the poem.

1 mark

3 Focus of question: *inference (complex)*
the fear and urgency of the animals ✓

1 mark

4 Focus of question: *authorial technique / effect of language choices*

(a) Award **1 mark** for responses which identify how vocabulary choices create the feeling of panic, eg:

- *fleeing, surging, really making the animals sound scared;*
- *there are lots of words like straining, surging, fleeing that describe the animals' exhaustion and the fire's quick movement;*
- *he has chosen very desperate and urgent words;*
- *there are lots of quick verbs which show what the animals are doing.*

Do not accept quotation or reference to powerful/strong verbs without some explanation of the effect.

1 mark

(b) Award **1 mark** for responses which identify how features of the poem:

- the short lines;
- the rhythm of the poem;
- the repetition of some lines;

create an impression of pace, eg:

- *there aren't many points to take a breath so you have to read fast, like the mind when panicking;*
- *every line it's spreading faster the urgency of the animals trying to get away;*
- *he has repeated some of the phrases so it sounds as if animals are rushing;*
- *the lines all end with a verb such as straining, etc., before the pause leaving it in your mind.*

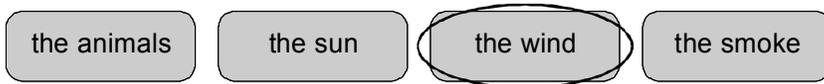
Do not accept references to short sentences.

1 mark

6. No mark scheme available

7. **The Flames Come Closer**

Focus of question: *retrieval*



1 mark

2 Focus of question: *inference (simple) (identification of textual evidence)*

Award **1 mark** for both (*was*) *nervous and (even more) determined* underlined and no others.

1 mark

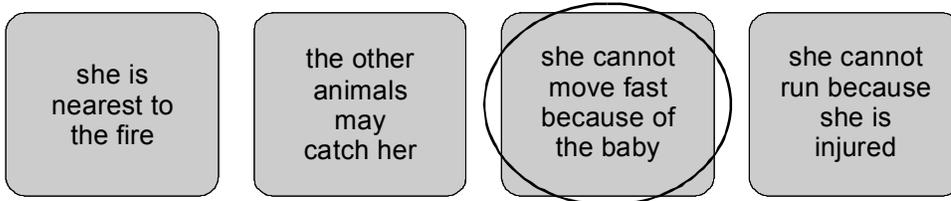
3 Focus of question: *identification of structure / sequence*

Award **2 marks** for all 4 statements correctly numbered and **1 mark** for 2 or 3 correctly numbered.

Impala doe lies down covering the baby impala.	5
Impala doe encourages baby impala to stand.	1
Baby impala rolls down bank of dried-up river bed.	4
Animals begin to flee from the approaching fire.	2
Baby impala falls down wart hog hole.	3

up to 2 marks

4 Focus of question: *retrieval*



1 mark

5 Focus of question: *inference (simple) / authorial technique*

(a) Award **1 mark** for reference to fire / flames.

1 mark

(b) Award **1 mark** for responses which recognise the threat implied by the word terror, eg:

- *'the terror' seems more dramatic than 'the fire' or 'the flames',*
- *'terror' makes you think that something really bad is going to happen;*
- *it's making it sound very frightening and it may harm them;*
- *because terror describes horror and means scary.*

Also, award **1 mark** for answers which explain that the writer is suggesting an instinctive reaction on the part of the animals / taking the animals' point of view, eg:

- *because it is a terror to the animals;*
- *it shows that they didn't know what it was but they just ran anyway;*
- *the word terror means worried and frightened and that's what the animals were when there was a fire;*
- *they don't know what fire is, all they know is that it causes terror.*

Do not accept:

- very general responses, eg: because the fire was a danger / to create suspense and make you read on;
- responses based on the word 'terror', eg: *because fire is terrifying;*
- imprecise explanations, eg: *terror means horrified.*

1 mark

6 Focus of question: *inference (complex)*

Award **1 mark** for answers which explain that the baby impala did not know what was happening / about the danger associated with fire because he was so young.

Award **1 mark** for recognition, which may be implicit, that the baby's lack of fear meant that escape was harder for the impala doe, eg:

- *this means he didn't really understand. (1 mark)*
- *he is a baby and doesn't know about danger. It is important because if he knew what was going to happen he wouldn't just lie there. (2 marks)*
- *it means he doesn't know what fear is and what fire is so if he doesn't know why would he be afraid? It is important because he slows his mother down and that is one of the points of the story. (2 marks)*

up to 2 marks

7 Focus of question: *inference (complex) (motive)*

Award **1 mark** for answers which recognise that the hesitation indicates that the doe has a dilemma, eg:

- *she was thinking about what to do;*
- *she wants to live but is scared.*

Award **2 marks** for answers which explain the situation faced by the doe of whether to escape to safety or to return to the fawn, eg:

- *she didn't know whether to rescue her baby or to escape herself.*

Award **3 marks** for answers which explain the situation faced by the doe and also include the sense of the doe's terrible dilemma, eg:

- *she felt very nervous because she didn't know whether to leave the little baby to die or to stay with him;*
- *the impala doe was so scared about the fire she was contemplating leaving her newborn baby and going on to save her own life;*
- *she wasn't sure whether she should go on running, leaving the baby behind and almost securing her own safety or whether she should shield the baby impala from the flames. She must have been very scared because she was staring death in the face.*

up to 3 marks

8 Focus of question: *understanding effect of language choices*

Award **1 mark** for responses which focus on the doe's agility, eg:

- *the doe was very graceful;*
- *it was a spectacular leap;*
- *the leap was magnificent.*

Award **2 marks** for responses which recognise the effectiveness of *beautiful* in acknowledging the doe's selflessness in returning to the fawn, eg:

- *the doe was returning to save the baby impala;*
- *she was risking her life for the baby;*
- *it shows she cared;*
- *because the action she took was beautiful. She chose to try and save her baby's life.*

up to 2 marks

9 Focus of question: *identification of textual evidence*

Award **1 mark** for any one of:

- *(the) danger had passed;*
- *(the) flames had gone;*
- *(a) welcome breath of air.*

1 mark

10 Focus of question: *authorial technique*

Award **1 mark** for any of the following points, to a maximum of **3 marks**:

- gradual involvement of more and larger creatures as the fire gets nearer;
- how the animals sense the approaching fire or are unable to move away;
- how the actions of the animals show fear, such as whimpering, nipping, barking;
- suggestion of haste / rush, such as animals fleeing;
- predators ignoring their prey;
- aspects of the fire such as thickening smoke, approaching flames, vague smell of burning;
- use of specific vocabulary such as *fled, alarm, approaching flames, furiously.*

Eg:

- *by saying that the animals are fleeing in their hundreds and thousands;* (1 mark)
- *it says the smoke came out of nowhere from the north;* (1 mark)
- *the way everything is calm then the animals are barking and running, whimpering. It is very noisy and how everything just rushes and the impala doe is left alone nervously with her baby;* (2 marks)
- *all the animals were running away trying to go from the danger. There was also a smell of burning so that meant the fire was coming closer. The fire was two miles away so it was burning a lot of things;* (2 marks)
- *he starts with the insects and small animals and then a whole lot of animals come running out but the impala doe and her baby are just stuck there while the fire comes nearer and nearer;* (3 marks)
- *he builds it up as at first, only the little creatures start to flee. Then the bigger ones. Finally, all the predators and large animals start to flee. He also includes smells, sights and sounds, and adds feelings of terror, such as 'There was a vague smell of burning covering the whole landscape' and 'only those unable to run stayed to wait for the terror'.* (3 marks)

Do not accept quotations without any interpretation.

up to 3 marks

8. No mark scheme available

9. Fire threatens thousands of acres

1 Focus of question: *retrieval*

Award **1 mark** for any of the following points to a maximum of **2 marks**:

- *making a fire-break / cutting down trees to stop the fire spreading / cutting down trees in its path;*
- *using high-tech equipment;*
- *using foam-spraying helicopters / spraying foam;*
- *calling for more help/getting soldiers to help.*

Do not accept: *by cutting down trees / from the air / helicopters.*

up to 2 marks

2 Focus of question: *inference (simple)*

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

If more than two boxes are ticked, award no marks.

The fire is dangerous to people living in the area.

The fire is unpredictable because of the wind.

Fire fighters have succeeded in getting the fire under control.

Some people think that fires like this should be left to burn.

Nothing can grow after the fire has destroyed the forest.

up to 2 marks

3 Focus of question: *inference (simple)*

Award **1 mark** for any of the following points:

- *it is a waste of resources;*
- *letting the forest burn is part of good forest management it destroys dead wood;*
- *the forest will grow again / it is just a stage in the cycle.*

Also accept: *because it's no threat to human life or property.*

Do not accept: *it will go out by itself.*

1 mark

4 Focus of question: *authorial technique*

Award **1 mark** for any of the following points.

They have different feelings / opinions / points of view, eg:

- *she has quoted them because they are two people with different opinions and they're arguing;*
- *to say what they think and you could choose which one you agree with.*

They are experts, eg:

- *because they know all about fires, it's their job to know what to do.*

Joe Millar's words add immediacy and make you realise what it would be like to be there, eg:

- *because the reporter wanted to find out what people from the inside thought about this disaster.*

1 mark

5 Focus of question: *interpretation of imagery*

Award marks for explaining any of the following points about the fire:

- devours / eats up;
- mobile;
- hard to control / wild / unpredictable;
- can escape;
- roars;
- threatening / dangerous;
- like an animal / seems alive;
- powerful.

Award **1 mark** for each reference to a different aspect of the fire to a maximum of **2 marks**, eg:

- *it makes it sound as if it's wild and Joe can't control it; (1 mark)*
- *because it's burning everything (just like a hungry beast would eat everything); (1 mark)*
- *it should be put out before it escapes; (1 mark)*

the wind blows it in any direction and the fire eats up everything; (2 marks)

- *it makes it sound like it is a monster that just wants to eat whatever is in its way! And it is invincible so it can never be stopped by anyone; (2 marks)*

it suggests the fire is very hard to control because the fire seems to want more and more wood to be burnt. (2 marks)

Also, award **2 marks** for responses which explain the image in the context of Joe Millar's comments, eg:

- *Joe wants to control the fire and he describes it as something wild and dangerous that needs to be tamed. It's as if it's hungry because it's eating up the forest.*

up to 2 marks

10. Whole booklet

1 Focus of question: *overview of information*

Award **1 mark** for answers that show recognition, in general terms, of the fact that it shows a cycle of new life growing after fires, eg:

- *the fire burns down the wood and the new plants can grow.*

Award **2 marks** for answers which show an understanding of the cycle and refer to specific information, eg:

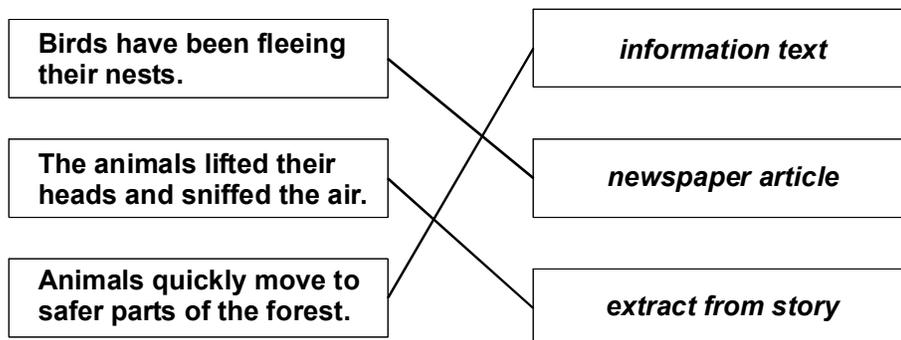
- *if it didn't catch fire all the dead wood would build up and nothing new would grow;*
- *it means that the fire will soon die out and the forest will attract new animals and trees.*

Do not accept very general answers, eg: *it means that everything goes round in a cycle / it's part of the life cycle.*

up to 2 marks

2 Focus of question: *recognising features of texts*

Award **1 mark** for all boxes correctly paired.



1 mark

3 Focus of question: *understanding of theme*

Award **1 mark** for answers which recognise that fire is seen as having both a positive and a negative impact, eg:

- *it makes you realise that fires can be good or bad;*
- *it's a good title because the booklet talks about how fires can be beneficial or destructive. It fits the booklet as fires are friendly but also evil.*

Award **2 marks** for answers which recognise both the positive and negative impact of forest fires and refer to one of the texts in the booklet, eg:

- *some people like Carol Parker think that fires can be friendly – they can be useful and other people like Joe think they are just destructive;*
- *although fires do destroy the countryside it shows you that really that's a good thing to do because it helps different types of trees to grow and some trees only release seeds in the fire.*

Award **3 marks** for answers which explain the title with clear reference to two or more texts in the booklet, covering both the positive and negative aspects of forest fires, eg:

- *it makes you wonder at first how fire could be a friend but then it tells you how the fire can help some trees to grow and make the soil better. Joe Millar treats the fire like an enemy but Carol Parker thinks that fire can be useful to forests by making them grow more in the end;*
- *Friend or Foe is a good title because the fire can help release seeds which mean more new plants. Fires can mean that new trees grow which attract different types of animals to that forest. But on the other hand, fires can destroy and burn many things. In a forest fire, many animals and birds can lose their homes and have to move or even be killed.*

Do not accept answers which simply paraphrase the title, eg: *because some people think it's a friend and some people think it's a foe.*

up to 3 marks