

Test manual EC1



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 6 and 7.

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 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.

For learners in Year 6, it is recommended that you read the practice test aloud and work through each question, checking that learners are clear about how to complete the question.

For learners in Year 7, 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 – for Year 6 learners you should read the text aloud and work through each of the questions checking to ensure that learners know how to complete each of them. You should read the questions aloud and discuss the appropriate responses. For Year 7 learners, 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 questions 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).

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

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
Pumpkins: Questions 1 – 11

Page 5	Page 6	Page 7												
<div><p>1 Put ticks to show which statements are true and which are false.</p><table><thead><tr><th></th><th>True</th><th>False</th></tr></thead><tbody><tr><td>Pumpkins are sour or bitter to taste.</td><td></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The recipe takes several hours to cook.</td><td></td><td><input checked="" type="checkbox"/></td></tr><tr><td>The recipe will feed a family of six people.</td><td><input checked="" type="checkbox"/></td><td></td></tr></tbody></table></div> <div><p>Award 1 mark for all three rows completed correctly. (1 mark)</p></div>		True	False	Pumpkins are sour or bitter to taste.		<input checked="" type="checkbox"/>	The recipe takes several hours to cook.		<input checked="" type="checkbox"/>	The recipe will feed a family of six people.	<input checked="" type="checkbox"/>		<div><p>6 Sometimes recipes also include a list of equipment. What equipment is needed to make this soup?</p><p>Find and copy three pieces of equipment.</p><p>1. _____</p><p>2. _____</p><p>3. _____</p></div> <div><p>Award 1 mark for any three items taken from the recipe.</p><p>The following is a list of acceptable responses:</p><ul style="list-style-type: none">• (large) saucepan / pan• (another) saucepan / pan• (hand) blender• sieve• (sharp) knife• tablespoon (not spoon or teaspoon).<p>(1 mark)</p></div>	<div><p>10 In one section of the recipe, it is important to follow exactly the order in which it is written. Which section is this?</p><p>Tick one</p><p>preparation and cooking times <input type="checkbox"/></p><p>ingredients <input type="checkbox"/></p><p>method <input checked="" type="checkbox"/></p><p>caution <input type="checkbox"/></p></div> <div><p>Award 1 mark for: . method. (1 mark)</p></div> <div><p>11 How often should you stir the pumpkin as it is cooking?</p><p>Tick one</p><p>never <input type="checkbox"/></p><p>occasionally <input checked="" type="checkbox"/></p><p>once <input type="checkbox"/></p><p>continuously <input type="checkbox"/></p></div> <div><p>Award 1 mark for: . occasionally. (1 mark)</p></div>
	True	False												
Pumpkins are sour or bitter to taste.		<input checked="" type="checkbox"/>												
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3 Look at the text in the box below.

Underline four words used to make pumpkin dishes sound delicious.

Stir meltingly sweet cubes of fried pumpkin into risottos or curries, offsetting the sweetness with fragrant herbs such as sage or thyme, or warming spices such as ginger.

Award 2 marks for any **four** of the following words.

Award 1 mark for any **two** or **three** of the following words:

- meltingly **and/or** sweet (cubes)
- sweetness
- fragrant (herbs)
- warming (spices).

(2 marks)

4 Which of the following phrases is intended to make everyone want to try the soup?

Tick **one**.

there are many tasty recipes ☐

king of the vegetable patch ☐

spectacularly delicious soup ☒

it's your choice ☐

Award 1 mark for:

- spectacularly delicious soup.

(1 mark)

5 In the recipe, there is a suggestion for making the soup easier to prepare. What is it?

Tick **one**.

Leave out the chilli powder. ☐

Ask your grandmother to help. ☐

Use pumpkin from a tin can. ☒

Miss out stage 5 of the method. ☐

Award 1 mark for:

- Use pumpkin from a tin can.

(1 mark)

7 Number the stages of the recipe, from 1 to 6, to show the order in which they have to be carried out.

One has been done for you.

add vegetable stock ☐ 4

cook until pumpkin softens ☐ 3

fry onions in oil ☐ 1

add cream ☐ 5

add pumpkin ☐ 2

blend ☐ 6

Award 1 mark for:

4

3

1 (given)

5

2

6

(1 mark)

8 Why might the chilli powder in the ingredients list cause a problem for some cooks?

Tick **two**.

The instructions about how much to use are imprecise. ☒

Chilli powder is not mentioned in the method. ☒

Chilli powder is very expensive to buy. ☐

Most people dislike chilli powder. ☐

Chilli powder is not mentioned in the first two paragraphs. ☐

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

- The instructions about how much to use are imprecise.
- Chilli powder is not mentioned in the method.

(1 mark)

9 According to the text, what is the hardest part of the recipe to do?

Tick **one**.

chopping and frying the onions ☐

cutting and peeling the pumpkin ☒

removing the seeds from the pumpkin ☐

measuring out the spices ☐

Award 1 mark for:

- cutting and peeling the pumpkin.

(1 mark)

The Lookout: Questions 1–11

Page 9	Page 10	Page 11																				
<p>1 Choose the best word or group of words to fit the passage and tick your choices.</p> <p>This story took place while the country was at war. Stalker is the main character's</p> <p>a) name. <input checked="" type="checkbox"/> job. <input type="checkbox"/> hobby. <input type="checkbox"/> cat. <input type="checkbox"/></p> <p>In order to help the war effort, he had tried to</p> <p>b) join a gym. <input type="checkbox"/> become a pilot. <input type="checkbox"/> become a spy. <input type="checkbox"/> join the army. <input checked="" type="checkbox"/></p> <p>Award 1 mark for each correct answer.</p> <p>a) name (1 mark) b) join the army. (1 mark)</p>	<p>5 In many ways, Stalker and the cat were alike. Put ticks to show whether the descriptions below describe Stalker or the cat or both. The first one has been done for you.</p> <table border="1"> <thead> <tr> <th></th> <th>Stalker</th> <th>Cat</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>nervous</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>unfit</td> <td></td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>bored</td> <td><input checked="" type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>hungry</td> <td></td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table> <p>Award 1 mark for all three rows completed correctly. (1 mark)</p>		Stalker	Cat	Both	nervous		<input checked="" type="checkbox"/>		unfit			<input checked="" type="checkbox"/>	bored	<input checked="" type="checkbox"/>			hungry		<input checked="" type="checkbox"/>		<p>9 Put these events in order by numbering them from 1 to 5. One has been done for you.</p> <p>Stalker went back inside hut 4</p> <p>cat approached hut 1</p> <p>Stalker left food for cat 3</p> <p>cat entered hut 5</p> <p>Stalker went out to meet cat 2</p> <p>Award 1 mark for:</p> <p>4 1 (given) 3 5 2</p> <p>(1 mark)</p>
	Stalker	Cat	Both																			
nervous		<input checked="" type="checkbox"/>																				
unfit			<input checked="" type="checkbox"/>																			
bored	<input checked="" type="checkbox"/>																					
hungry		<input checked="" type="checkbox"/>																				
<p>2 What task was Stalker asked to do?</p> <p>Tick one.</p> <p>join the army <input type="checkbox"/> bird watching <input type="checkbox"/> watch for planes <input checked="" type="checkbox"/> rescue animals <input type="checkbox"/></p> <p>Award 1 mark for:</p> <p>• watch for planes. (1 mark)</p>	<p>6 She looked thin, beaten, furtive and her fur was stinging.</p> <p>What does this tell the reader about the behaviour of the cat?</p> <p>Tick one.</p> <p>She was ... <input type="checkbox"/> lazy: <input type="checkbox"/> observant. <input type="checkbox"/> aggressive. <input checked="" type="checkbox"/> uneasy.</p> <p>Award 1 mark for:</p> <p>• uneasy. (1 mark)</p>	<p>10 Stalker's feelings changed throughout the passage. Draw four lines to show what he was feeling at each point.</p> <table border="1"> <tbody> <tr> <td>on his own in the hut</td> <td>frustrated</td> </tr> <tr> <td>when he first saw the cat</td> <td>happy</td> </tr> <tr> <td>when the cat sniffed the sandwich</td> <td>lonely</td> </tr> <tr> <td>when the cat entered the hut</td> <td>interested</td> </tr> </tbody> </table> <p>Award 1 mark for all four pairs matched correctly. (1 mark)</p>	on his own in the hut	frustrated	when he first saw the cat	happy	when the cat sniffed the sandwich	lonely	when the cat entered the hut	interested												
on his own in the hut	frustrated																					
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when the cat entered the hut	interested																					
<p>3 The first paragraph, starting <i>Stalker rested</i>, tells the reader that Stalker was ...</p> <p>Tick one.</p> <p>unattractive. <input type="checkbox"/> hopeless. <input type="checkbox"/> not intelligent. <input type="checkbox"/> physically weak. <input checked="" type="checkbox"/></p> <p>Award 1 mark for:</p> <p>• physically weak. (1 mark)</p>																						

4 In this extract, we read both good and bad opinions of Stalker. Put ticks to show whether the following give a **positive** or **negative** view of him.

	Positive	Negative
the recruiting sergeant's view		✓
Jones' view	✓	
Stalker's view of himself		✓

Award 1 mark for all three rows completed correctly.
(1 mark)

7 Look at the text in the box below.

a) **Underline two** words or phrases that show that the cat was happy.

Next thing he knew, she was up on the sandbags beside him, purring wildly, rubbing herself in ecstasy against the hand that held the binoculars. He laughed at his sudden success; his popularity. He gave her another sandwich. That, too, vanished instantly.

He felt elated at doing a fellow-creature good. In all this terrifying world, here was someone to whom he could make a difference.

b) Find and **copy two** words or phrases that show how happy Stalker was.

1. _____
2. _____

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

- purring (wildly)
 - (rubbing herself in) ecstasy (against the hand).
- (1 mark)

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

- (He) laughed (at his sudden success)
 - (He felt) elated (at doing a fellow-creature good).
- (1 mark)

8 The writer describes Stalker's success in feeding the cat as *sudden*. What might be another good word to describe his success?

Tick one.

- | | | | |
|-----------|--------------------------|------------|-------------------------------------|
| unwanted | <input type="checkbox"/> | undeserved | <input type="checkbox"/> |
| unhurried | <input type="checkbox"/> | unexpected | <input checked="" type="checkbox"/> |

Award 1 mark for:

- unexpected.

(1 mark)

11 This is a copy of part of page 8. Label each arrow to show these different parts of the passage.

A - an introduction to the story

B - a point at which the writer hints that events may take a turn for the better for Stalker

C - description of Stalker

D - dialogue

Award 1 mark for all four parts of text labelled correctly.

(1 mark)

Your Full Moon Tour: Questions 1–12

Page 13

- 1 About how many people visit Yosemite National Park each year?

Award 1 mark for:

- (over) 3.7 million.

(1 mark)

- 2 Choose the best word or group of words to complete both the sentences below and tick your choices.

The best time to go on a tour of Yosemite Valley is

- a) ☒ at full moon. ☐ at new moon. ☐ in the rain. ☐ when cloud covered.
- b) ☐ dawn. ☐ midday. ☐ sunset. ☒ night.

Award 1 mark for each correct answer:

- a) at full moon. (1 mark)
- b) sunset. (1 mark)

- 3 It is suggested that you should arrive at Glacier Point half an hour before sunset. Why should summer visitors arrive especially early?

Tick one.

- to make sure they do not miss the sunset ☐
- to avoid the crowds and get a good seat ☐
- to watch a presentation ☒
- to make sure they start the tour in good time ☐

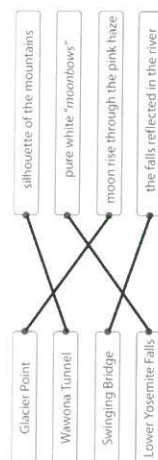
Award 1 mark for:

- to watch a presentation.

(1 mark)

Page 14

- 6 Draw four lines to show which view can be seen from each location.



Award 1 mark for four pairs matched correctly.

(1 mark)

- 7 Look at the paragraph starting *If you are lucky enough ...*

a) What is the **main** purpose of this paragraph?

To make the Yosemite Valley sound ...

Tick one.

- of scientific interest. ☐
- magical and beautiful. ☒
- of historical interest. ☐
- child friendly. ☐

b) What are the purposes of the **whole** text?

Tick two.

- to amuse ☐ to discuss ☐
- to inform ☒ to record ☐
- to persuade ☒

Award 1 mark for:

- magical and beautiful.

(1 mark)

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

- to inform
- to persuade.

(1 mark)

Page 15

- 9 What additional information does the map provide that is not provided by the text or the photographs?

Tick one.

- the names of viewpoints ☐
- a description of the area ☐
- a detailed view of the area ☐
- a simplified view of the park ☒

Award 1 mark for:

- a simplified view of the park.

(1 mark)

- 10 Look at the map.

The letters A, B, C appear like this . What is the purpose of these letters?

Tick one.

- to abbreviate the names of the places you must visit ☐
- to show the places to be avoided in the winter ☐
- to show the order in which to visit the places on the tour ☒
- to show the fastest way in which to complete the tour ☐

Award 1 mark for:

- to show the order in which to visit the places on the tour.

(1 mark)

- 11 How does the writer assume that the reader will be travelling around the area?

Tick one.

- on horse-back ☐
- in a boat ☐
- by bicycle ☐
- by car ☒

Award 1 mark for:

- by car.

(1 mark)

4

When would it be possible to see a "moonbow" in Yosemite National Park?

Tick one.

between February and March

☐

between April and June

☒

between August and September

☐

between October and November

☐

Award 1 mark for:

• between April and June.

(1 mark)

8

This text is mainly intended for which of the following?

Tick one.

teachers

☐

children

☐

historians

☐

tourists

☒

geographers

☐

scientists

☐

Award 1 mark for:

• tourists.

(1 mark)

12

You won't believe it until you see it, but once you've seen it you'll never forget it!

What does this sentence mean?

The writer is making things up.

☐

You will need to take photos so that you will never forget it.

☐

It is very different to other places on Earth.

☒

Once you see it, you will wish you hadn't.

☐

Award 1 mark for:

• It is very different to other places on Earth.

(1 mark)

5

Look at the text in the box below.

Underline three words that show the "moonbows" are beautiful.

Being perfectly situated to catch the moonlight early in the evening, during these times of high water, the spray and light combine to create ethereal, pure white "moonbows", which arc gracefully across Yosemite Creek.

Award 2 marks for identifying all three of the following.

Award 1 mark for any two of the following:

• (create) ethereal

• pure (white)

• (arc) gracefully.

(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 a 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 six extended response questions, two 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:

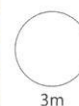
- the learner gives two or three of the acceptable points identified in the markscheme. This essentially consists of providing the points with no further elaboration.
- the learner provides an answer in which they develop one or more acceptable points. A developed explanation might involve retrieving 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

1 Pumpkins (page 4)

How might the recipe persuade someone who is not keen on cooking to have a go at cooking this soup?

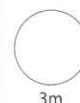
Explain your answer as fully as you can, using the text to help you.



2 *Pumpkins* (page 4)

Think of **two** changes that would improve the way the recipe is **written** or **organised** on the page.

Explain why each change is needed and how it would improve the text for the reader.



1 *The Lookout* (page 8)

Think about Stalker's character. Would he be a good person to have as a friend?

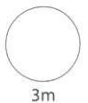
Tick **one**.

Yes ☐

No ☐

Maybe ☐

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



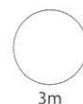
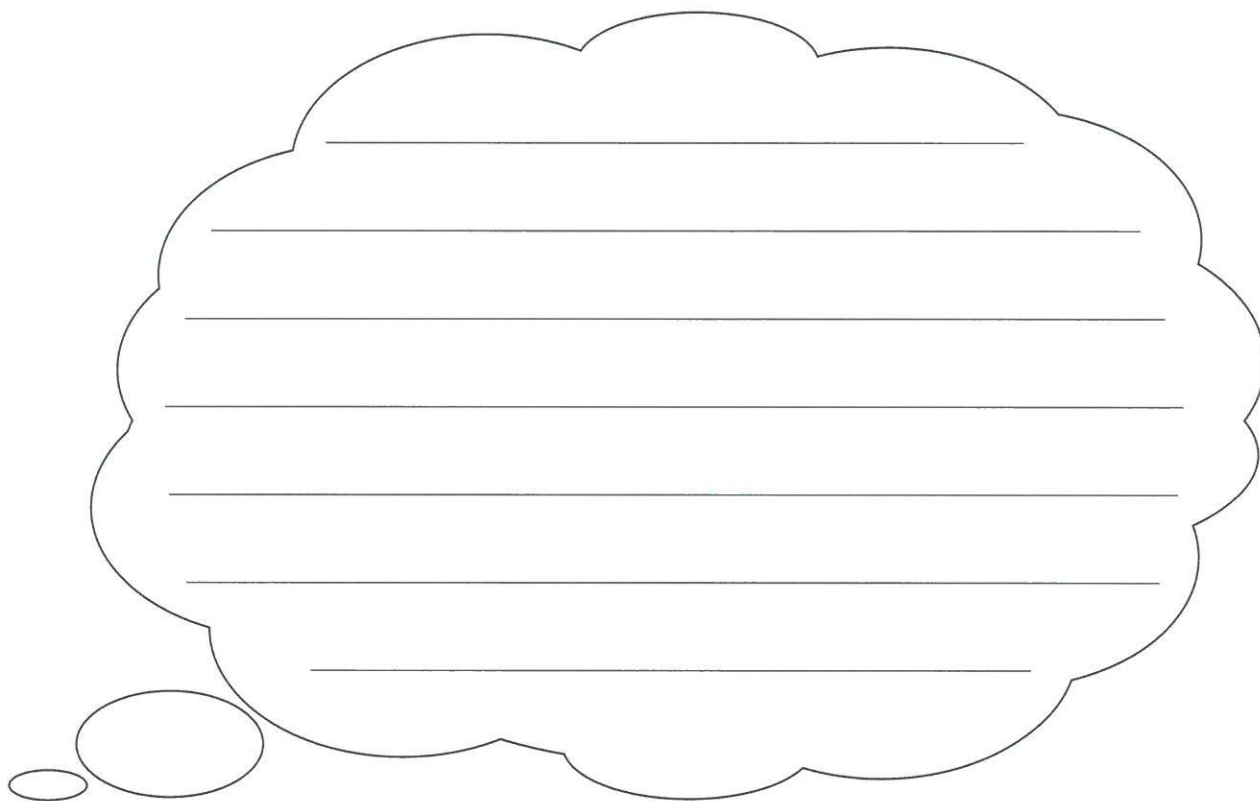
2

The Lookout (page 8)

So he'd gone [to the hut], looking forward to company and talk ...

What do you think Stalker's reaction was when he arrived at the hut?

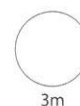
Write his thoughts and feelings in this thought bubble.



1 ***Your Full Moon Tour*** (page 12)

How might the information on page 12 persuade someone to visit Yosemite National Park?

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



2

Your Full Moon Tour (page 12)

Explain fully how the information on page 12 would help you both **before** and **during** a tour of the Yosemite Valley.



1

Pumpkins (page 4)

How might the recipe persuade someone who is not keen on cooking to have a go at cooking this soup?

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

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

Acceptable points:

- [P1] persuasive aspects of the content of the text, e.g. alternative ideas provided, such as using tinned pumpkin instead of fresh to save time/effort
- [P2] persuasive/appealing/engaging elements of the language, e.g. *cuddle from gran*, *it's your choice*
- [P3] appealing/helpful nature of the organisation/presentation of the text, e.g. the appeal of the photograph, the simplicity of following the numbered points.

Award **3 marks** for answers that provide an explanation or development of **two** of the acceptable points, e.g.

- *They might want to give it a try because they've used persuasive language like 'it's your choice' [P2 with development] and for people who are a bit unsure they have said you can use tinned pumpkin [P1 with development].*

Also award **3 marks** for answers that refer to **three** acceptable points, e.g.

- *They make it sound delicious [P2] and it's divided into five steps [P3] and it only takes 25 minutes [P1].*

Award **2 marks** for answers that provide an explanation or development of **one** of the acceptable points, e.g.

- *The expression 'like a cuddle from your granny' really makes you want to try it out [P2 with development].*
- *The numbered instructions are in a simple clear order to follow [P3 with development].*

Also award **2 marks** for answers that refer to **two** acceptable points, e.g.

- *By telling you 'we love the soup' [P2] and apparently you can cook it in less than one hour [P1].*

Award **1 mark** for a simple statement or a single aspect of the recipe that might be appealing, e.g.

- *It makes it sound quite simple to do [P2].*
- *It tells you what to do to save time [P1].*

2

Pumpkins (page 4)

Think of **two** changes that would improve the way the recipe is **written** or **organised** on the page.

Explain why each change is needed and how it would improve the text for the reader.

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

Acceptable points:

- [P1] include a complete list of equipment/ingredients needed
- you may not have a sieve/blender and you won't know you need one until the last stage of the method
 - you need salt and pepper but this is not in the list of ingredients
- Note:** you should not double credit answers which refer to both equipment and ingredients if the same point is being made in each case (i.e. that the lists are incomplete)
- [P2] give more prominence to the 'caution'/place earlier in the text
- lost/insignificant at the bottom of the page
 - too late to read this after you have cooked the recipe
 - may be important for adults to supervise the pumpkin preparation with children/may influence decision about the suitability of this recipe for children
- [P3] more specificity about the quantity of chilli required
- 'touch of' is very vague/not like the rest of the recipe which is very clear about quantities required
 - not helpful for children or people who are inexperienced at cooking
 - would be useful to have guidance on what it is/whether it is essential/whether you could use something else instead
- [P4] reference to use of presentational devices (use of bold, italics, additional photographs or illustrations, etc) to make the recipe easier to follow, if supported by appropriate reasoning
- [P5] reference to the need for more/less detail, if supported by appropriate reasoning.

Award **3 marks** for answers that provide a fully developed explanation of **two** acceptable points, e.g.

- *It should have a list of equipment because you don't know what you need at the beginning and you may not have it when you get half way through the recipe, so you would be better prepared [P1 with development]. The 'caution' should not be at the end. This is a really important point and so it should be at the beginning [P2 with development].*

Award **2 marks** for answers that identify **two** acceptable points with development of **one** of them, e.g.

- *It should explain some parts of it in more detail because you might not know how to make stock so you would need to find that out before you start [P5 with development]. It also doesn't tell you everything you are going to need [P1].*

Also award **2 marks** for answer that identify that **more than two** acceptable points but without any development, e.g.

- *Put all the ingredients on the list because salt and pepper was left out [P1]. Put the caution at the top [P2] and include more photographs of the method [P4].*

Award **1 mark** for answers that identify **one** acceptable point together with some development or associated reasoning, e.g.

- *It doesn't say all the equipment you need and you might get near the end then find you haven't got something and the soup would be ruined [P1 with development].*

Also award **1 mark** for identifying **two** acceptable points, e.g.

- *The caution doesn't stand out enough [P2] and it doesn't tell you all the ingredients you need at the start [P1].*

Do not accept answers which state one simple change without any development, e.g.

- *It doesn't tell you how much chilli to use.*
- *It does not list the things you will actually need.*
- *It did not say anything about salt and pepper in the ingredients list.*

Do not accept:

- simple reference to organisational or presentational features without an explanation of how they could be used to enhance the recipe
- simple statements suggesting the method could be more detailed/simplified if not supported by further explanation
- simple, unexplained improvements, e.g.
 - *Add salt and pepper to the ingredients list.*
 - *Could have had more colour, bigger text, list of equipment, more pictures.*

1

The Lookout (page 8)

Think about Stalker's character. Would he be a good person to have as a friend?

Tick **one**.

Yes ☐

No ☐

Maybe ☐

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

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

Acceptable points:

Yes	No
<p>[P1] wants to do good/receives pleasure from doing others good</p> <ul style="list-style-type: none"> ➤ happy to be asked to help, elated at doing a fellow-creature good <p>[P2] likes company</p> <ul style="list-style-type: none"> ➤ looked forward to conversation/meeting others at the lookout <p>[P3] he shares</p> <ul style="list-style-type: none"> ➤ readily gave his sandwich to the cat <p>[P4] he is helpful</p> <ul style="list-style-type: none"> ➤ volunteers, wants to help war effort, disappointed to be turned away. 	<p>[P5] is socially inept/awkward</p> <ul style="list-style-type: none"> ➤ does not have normal human contact <p>[P6] tendency to put himself down</p> <ul style="list-style-type: none"> ➤ <i>do you really want me?</i> <p>[P7] tendency to be negative</p> <ul style="list-style-type: none"> ➤ blamed himself for not feeding the cat properly <p>[P8] physically weak</p> <ul style="list-style-type: none"> ➤ round-shouldered, bandy-legged, sunken chest ➤ cannot join in games.

Award **3 marks** for answers that fully explain **two** of the acceptable points, e.g.

- [Maybe] *It's hard to tell but he did seem to want to be helpful by agreeing to watch out for planes in the lookout shelter [P4 with development] but he seemed really lonely and sort of desperate for company. [P5 with development].*

Award **2 marks** for answers that fully explain **one** of the acceptable points, e.g.

- [Yes] *He was really trying to be friendly with the cat, even though it looked as if the cat was not responding at first [P1 with development].*
- [No] *He wouldn't be good company because he always looks on the bad side which is not much fun in a friend [P7 with development].*

Also award **2 marks** for answers that identify **two** acceptable points but without explanation, e.g.

- [Yes] *He liked helping the cat [P3] and was willing to help out in the lookout shelter [P4].*

Award **1 mark** for answers which identify **one** acceptable point, e.g.

- *He was trying to be nice to the cat [P3].*

2

The Lookout (page 8)

So he'd gone [to the hut], looking forward to company and talk ...

What do you think Stalker's reaction was when he arrived at the hut?

Write his thoughts and feelings in this thought bubble.

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

Acceptable points:

- [P1] reference to lack of company/no one to talk to, e.g.
 - *am I in the right place?*
- [P2] reference to the bad state of the hut, e.g.
 - *I am not impressed by this!*
- [P3] reference to prior experience of disappointment/fatalism/defeatism, e.g.
 - *yet another disappointment/let down*
 - *what do I expect from life?*
 - *nothing ever goes right for me*
- [P4] resolve to get on with the job/what to do next, e.g.
 - *expectation of boredom*
 - *let's get on with this*
 - *wanting to prove himself to others.*

Acceptable emotions:

- [E1] lonely
- [E2] unhappy
- [E3] unlucky
- [E4] disappointment/let down
- [E5] uncertain.

An **additional mark** may be awarded for identifying **two or more** acceptable emotions.

Award **3 marks** for fully developed answers that refer to **at least two** acceptable points (this may include text quotation), e.g.

- *I feel so sad, disappointed and lonely [E2/E4/E1] – I am the only person in this dark lonely place. I'm going to hate just sitting here looking for planes! [P1 with development].*
- *I was expecting company and a new friend [P1 with development] but I get this ... a dark, cold, freezing little hut with cobwebs, spiders, rotting wood in the middle of nowhere [P2 with development].*
- *His reaction was shocked because he thought that it would be all clean and tidy but it turned out to be a dump [P2 with development] so he was sad because he thought a lot of people would be there [P1 with development].*

Also award **3 marks** for answers that refer to **three** acceptable points, e.g.

- *He felt alone, he had no one with him [P1] and the place was full of cobwebs and dust and dead leaves. [P2]. He probably should have expected it to be bad – nothing good ever happened to him [P3].*

Award **2 marks** for developed answers that refer to **one** of the acceptable points (this may include text reference), e.g.

- *This is going to be boring without anyone here to talk to [P4 with development].*
- *I was upset when I arrived [E2]; there was nobody in the hut. I thought there would at least be one person to talk to but there isn't. So, I'm going to be bored [P2 with development].*

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

- *I can't believe there's no one here [P1]. This is going to be boring! [P4]*

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

- *Where is everybody? [P1]*

Also award **1 mark** for identifying **two** or more acceptable emotions, e.g.

- *I feel sad [E2] and lonely [E1].*

Do not award marks for one unexplained emotion.

Accept answers written in the 1st or 3rd person.

1

Your Full Moon Tour (page 12)

How might the information on page 12 persuade someone to visit Yosemite National Park?

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

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

Acceptable points:

- [P1] reference to various aspects of guidebook, i.e. map, photos, inclusion of facts, e.g.
 - *there are nice views in the photographs*
- [P2] reference to persuasive language - positive description of the place, e.g.
 - *by telling them how beautiful it is*
 - *it makes it sound magical*
- [P3] reference to persuasive language - impacting on/influencing the (potential) visitor, e.g.
 - *it is a once in a lifetime experience*
 - *because of the words that make you feel special like 'lucky'*
- [P4] use of 'you' to engage reader
- [P5] reference to the wide appeal/interest for people of all ages
- [P6] reference to sights at Yosemite not seen elsewhere (uniqueness)/comparison with other things that have been experienced
- [P7] reference to endorsement of others who have been there, e.g.
 - *It says 3.7 million people visit every year so it must be really good.*

Award **3 marks** for fully developed answers that refer to **two** of the acceptable points, e.g.

- *It might persuade someone with all its beautiful attractions like the Glacier Point, Lower Yosemite Falls and others [P2 with development]. It might be romantic for some so they could come as a couple and tell more people about it [P5 with development].*

Also award **3 marks** for answers that refer to **three** of the acceptable points, e.g.

- *The information might persuade someone to visit Yosemite National because the author uses 'you' and 'you'll' [P4]. The author uses 'chance' to make the reader think it is rare [P3]. The author uses adjectives such as 'ethereal', 'gracefully', 'pure white' etc to paint a good image for the reader [P2].*

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

- *You will be persuaded because it tells you it's a beautiful place to be and you can see Glacier Point, Wawona Tunnel and much more [P2 with development].*

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

- *It persuades people by saying how beautiful the national park is [P2] and it informs them that 3.7 million people go there every year so it must be good [P7].*

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

- *Because they say it is a magical place [P2].*

Also award **1 mark** for answers that identify generic features of guidebooks which make them appealing but do not provide a supporting explanation of how this might make it persuasive/include examples unique to this text, e.g.

- *Because they make sure that they don't add any cons. They just say all the positive things about the place.*
- *Because it uses lots of exciting words, it uses detailed facts about what you must do and it is suitable and interesting for all ages – it will make most people who read it want to go there.*

Do not accept personalised responses that do not offer any further explanation, e.g.

- *It would appeal to me.*

2

Your Full Moon Tour (page 12)

Explain fully how the information on page 12 would help you both **before** and **during** a tour of the Yosemite Valley.

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

Acceptable points:

- [P1] practical help: tells you where to go/what to see
- [P2] advisory help: gives you tips/advice
- [P3] alternative format of information: map
- [P4] inspirational: photographs for inspiration.

Award **3 marks** for answers that identify **two or more** of the acceptable points, making a distinction between how these would apply 'before' and 'during' the trip, e.g.

- *It helps you because there's a map with a key on it so you can plan your trip and you can use it while you are there [P3] and when you are there you can read the information to check you are seeing what you are meant to [P1].*

Also award **3 marks** for identifying **three or more** of the functions of the text without dividing them into 'before' and 'during', e.g.

- *The Yosemite Valley information is very helpful because it shows you a map [P3] and tells you all the information [P1] and it tells you when to come [P2] and it shows you the lovely pictures [P4] of the surroundings so it's really helpful.*

Award **2 marks** for answers providing a full explanation of **one** of the acceptable points, e.g.

- *There is a map so you can plan the route to go before you get there [P3 with development].*

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

- *There's a map [P3] and information on where to go and what to see [P1].*

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

- *There is a map [P3].*
- *It is full of useful information [P1].*

