

En

KEY STAGE

2

LEVEL

6

English tests

Mark scheme

English reading

2012

National curriculum assessments

© Crown copyright 2012

STA/12/5606

ISBN 978-1-4459-5238-3

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/ or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications.

Contents

| | |
|---|----------|
| Introduction | 4 |
| The reading test | 4 |
| Assessment focuses for reading | 5 |
| How the reading mark scheme is set out | 6 |
| Allocation of marks to assessment focuses | 8 |
| Mark scheme | 9 |

Introduction

The new Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2012. STA is an executive agency of the Department for Education (DfE).

For the first time at Level 6, external markers will mark the Level 6 reading papers. The markers will follow the mark scheme in this booklet, which is provided here to inform teachers.

This booklet contains the mark scheme for the assessment of Level 6 reading. For ease of reference, the test questions have been reproduced. Level threshold tables will be published on the Department's website at www.education.gov.uk/keystage2 on 10 July 2012.

The Level 6 reading test contains 30 marks.

The assessment focuses for reading provide information about the particular processes or skills the pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark scheme and the way in which it will be used by external markers. The assessment focuses are drawn from the national curriculum and are common across both the standard and the Level 6 tests.

The 2012 Key Stage 2 Level 6 English tests and mark schemes were produced by the English team at STA.

The reading test

The range of marks available for each question is given under each question in the *Reading answer booklet*.

Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded. There are several different answer formats:

Short answers

These may be only a word or phrase, and **1 mark** may be awarded for each correct response.

Several line answers

These may be phrases or a sentence or two, and up to **2 marks** may be awarded.

Longer answers

These require a more detailed explanation of the pupil's opinion, and/or detailed reference to the text, which may include use of quotation. Up to **3 marks** may be awarded. The mark scheme will clearly show the maximum mark allocation and the criteria for the award of marks.

Other answers

Some responses do not involve writing and the requirements are explained in the question.

Assessment focuses for reading

The aspects of reading to be assessed are pupils' ability to:

AF1 Use a range of strategies, including accurate decoding of text, to read for meaning

AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

AF3 Deduce, infer or interpret information, events or ideas from texts

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

AF7 Relate texts to their social, cultural and historical contexts and literary traditions.

How the reading mark scheme is set out

Aspect of reading assessed by this question

Criteria for the award of the marks

Relevant points to be addressed by the response

Responses which may occur quite frequently but do not merit any marks

Examples of responses. Italics indicate pupil example from trial

7. Give **two** reasons why clean water was precious in Hong Ying's community. **1 mark**

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for answers linked to any **two** of the following ideas:

- Several hundred families had to share one tap.
- Sometimes the tap water was turned off.
- People had to queue.
- The effort required to collect/treat the river water.

Also accept answers which refer to the lack of clean tap water.

Do not accept answers which quote 'dirty yellow' without further explanation, eg:

- *even when they could get it, it was a dirty, yellow colour.*

9. Look at the final paragraph (page 7). **1 mark**

What does the expression *something that even looked like food* suggest about Hong Ying's family's attitude to food?

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for answers which recognise that the expression conveys the family's desperation for food.

- *They are so desperate for food that her brother will take any chance to dive for it.*
- *They were scavengers who had hardly any food and were desperate.*

Also accept answers that convey that they will eat practically anything.

Blank page

Allocation of marks to assessment focuses

| Focus | AF2 | AF3 | AF4 | AF5 | AF6 | AF7 |
|-------|--|--|--|--|--|--|
| | Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text | Deduce, infer or interpret information, events or ideas from texts | Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level | Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level | Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader | Relate texts to their social, cultural and historical contexts and literary traditions |

Section 1: The Great Stink of London

| | | | | | | |
|----|--|---|---|--|---|--|
| Q1 | | 1 | | | | |
| Q2 | | 1 | | | | |
| Q3 | | | | | 2 | |
| Q4 | | | 3 | | | |
| Q5 | | 2 | | | | |

Section 2: Daughter of the River

| | | | | | | |
|-----|--|---|--|---|--|--|
| Q6 | | 3 | | | | |
| Q7 | | 1 | | | | |
| Q8 | | | | 3 | | |
| Q9 | | 1 | | | | |
| Q10 | | | | 1 | | |

Section 3: Bath times with the Romans

| | | | | | | |
|-----|--|--|---|---|---|--|
| Q11 | | | | | 1 | |
| Q12 | | | | 3 | | |
| Q13 | | | 3 | | | |
| Q14 | | | | 1 | | |
| Q15 | | | | | 1 | |
| Q16 | | | | 1 | | |

Section 4: Overview

| | | | | | | |
|---------------|----------|----------|----------|----------|----------|----------|
| Q17 | | | | | | 2 |
| Totals | – | 9 | 6 | 9 | 4 | 2 |

30 marks in total

Assessment focus 1 underlies the reading of and response to the text and the questions in the test and is not explicitly / separately assessed in this test.

Mark scheme

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

1. Look at the paragraphs beginning:

1 mark

In the mid-19th century...

and

In the summer...

Give one short quotation from each paragraph which shows that Britain took the threat of cholera seriously.

a) *(In the mid-19th century)*

b) *(in the summer)*

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **1 mark** for **two** correct answers, 1 for paragraph 1 (*In the mid-19th century*) and 1 for paragraph 4 (*In the summer*); award **0 marks** for **one or no** correct answers:

paragraph 1 (*In the mid-19th century*):

- (Britain was) gripped by the fear (of cholera a highly infectious and deadly disease)
- (The British government) grew alarmed (that this latest outbreak might spread to Britain)
- (They decided to create a) special committee (to deal with the expected epidemic).

paragraph 4 (*In the summer*):

- (The press called the) crisis (the Great Stink)
- (Disraeli) introduced to Parliament a Bill.
- a bill that gave Bazalgette the authority to construct the sewers (which he had designed)
- (it was) rushed through (within sixteen days)
- (Bazalgette) began work immediately

Also accept a combination of bullets 5 and 6 **or** of bullets 7 and 8

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

2. ...scum like an encrusted cobweb

1 mark

Explain what the choice of language in the phrase above tells us about how dirty the river was.

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for an explanation that recognises what the writer's choice of language tells us, linked to **one** of the following ideas:

- Answers which recognise that the river was **extremely** dirty / unpleasant.
 - *It tells us very effectively that the river was disgusting.*
- Answers which recognise that it is dangerous.
 - *It's like a trap.*
 - *It's harmful.*

Comments must be rooted in the text.

Also accept answers that focus on how dirty it is by using an intensifier, eg *really*.

Do not accept answers that identify *dirty* without an intensifier.

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

3. Look at the paragraph beginning *By 1874...*

up to 2 marks

How does the writer show he admires Bazalgette?

Support your answer with a quotation from this paragraph.

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*

Award **2 marks** for an explanation of how the writer shows that he admires Bazalgette, which must be supported by a quotation from paragraph 5, eg reference to:

- the creations Bazalgette is remembered for, eg:
sewers, pumping stations, water treatment plants
 - *The writer says he has built 1,182 miles of sewers, 4 pumping stations, 2 major water treatment works, which is still open today, which is superb. The writer admires Bazalgette because he has changed London in a very good way.*
- figures to show he is impressed by the amount of work, for example:
1,182 miles, four pumping stations, two major water treatment works
- specific word choices that show admiration, eg:
ingenious, grand system
 - *The writer shows this as he says 'he had completed his ingenious scheme' as if he thinks that Bazalgette was the brainiest man in the world, and he really admires his hard work.*
 - *"He completed his ingenious scheme", which means the author admired him because he said 'ingenious', which means terrific, impossible for anyone else.*
- the fact that Bazalgette's creations were ahead of their time / were so good they still work now, eg:
 - *"two major water treatment works are still operating today". The water treatment works were so well made, they are still operating today.*

Award **1 mark** for a response which identifies one example of the writer showing that he admires Bazalgette or a relevant quotation:

- *he writes 'In all he built 1,182 miles of sewers, four pumping stations and two major water treatment works'*
- *The writer tells us Bazalgette designed a long list of important things.*
- *he says that Bazalgette completed an 'ingenious scheme'*
- *he calls the system 'grand'*
- *two major water treatment works are still operating*

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

4. The press called the crisis the Great Stink (page 5). This is a turning point in the account.

up to 3 marks

Explain how the writer builds a sense of urgency up to this point.

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award **3 marks** for answers which identify **and** comment upon the increasing threat **and** the need for action.

- Britain is already “gripped by fear” of cholera. The news gets worse as the Thames is getting filthy. Then there is a dreadful smell and even powerful people in parliament feel sick. We can understand why the press finally say it is ‘The Great Stink’. The press would know things had got out of hand if that happened.

Award **2 marks** for answers which identify and comment upon the increasing threat.

- The writer builds urgency by expressing how foul the smell was and how it was getting worse. They gave examples and showed that even the people running the country knew it was horrid, leading to when something had to be done (after the press called the crisis ‘the Great Stink’) and it builds up to a climax.
- The writer writes about the conditions getting worse and worse until they are unbearable. He makes you feel something urgently needed to be done.

Award **1 mark** for answers which simply identify either the increasing threat of cholera **or** the worsening smell **or** the increased pollution.

- There is more of a chance of getting cholera.
- The river has now got really polluted with heavy bubbles scum.
- The London air now has the smell of a graveyard.

Do not accept answers which do not identify the increasing sense of urgency, eg:

- There's a threat of cholera.
- The Thames is polluted.
- The river smells.

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

- 5.** Imagine Sir Joseph Bazalgette was interviewed by a newspaper journalist late in his career.

up to 2 marks

Decide which of the following statements he might have made during the interview.

Tick **two** statements.

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **2 marks** for two correctly ticked boxes.

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

Award **0 marks** for answers where more than two boxes are ticked.

Tick **two**

"It was essential we started straight away. We had to work quickly, there was no time to lose."

"I was really just responsible for the construction work. I was given a brilliant design to follow."

"Our London sewerage system was built to last."

"Everything I have built is hidden beneath the streets."

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

6. Look at the paragraph beginning *My house...*

up to 3 marks

What impressions do you get of the area where Hong Ying lived?

Support your explanation with brief quotations.

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **3 marks** for answers which explain the different features of the landscape described in paragraph one, and which recognise that different impressions can be formed about the area from the descriptions. References to the text support developed answers.

- *You get the impression of poverty because of the descriptions of crowdedness and jumble of where it is that people live 'an assortment of buildings... a jumble of children's building blocks'. The scene is chaotic and dirty – 'cable cars, dripping rust, crawl slowly...'. Even the weather is sinister and clouds of pollution hang over the scenery, preventing the sun from shining fully 'a few bursts of sunlight emerge from the dark mist'.*
- *The impression I got was that Hong Ying's neighbourhood was very uncared for: 'Steamships tie up between the quays ... dripping rust.' Dripping rust suggests that the cable-cars have not been used for a long time, and have not been cared for. Hong Ying's neighbourhood also sounds disorganised: 'An assortment of buildings on the surrounding hills looks like a jumble of children's building blocks,' suggesting clumsiness and a feeling of being far away.*

Award **2 marks** for answers which identify one or more feature(s) of the landscape described in paragraph one and which offer some discussion of the nature of the area. Answers should make appropriate references to the text and include some development.

- *That it was poor but beautiful. Things like 'dripping with rust, crawl slowly up' make it sound like a poor community. On the other hand, things like 'a few bursts of sunlight emerge' make it sound like a beautiful place to live.*
- *Right from the start of the first paragraph, you get a sense that the area was shabby and poor. 'Like a jumble of children's building blocks' describes a wide mass of jumbled houses, small houses, that are so close together you could reach from your house to the others.*

Continued on page 15

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

Award **1 mark** for answers which identify straightforward impressions based upon limited reference to the features of the landscape.

- *That it was very poor, it might have smelt a lot and very industrial. There was dripping rust so quite dirty and very populated.*
- *That it is a river bank and that they are not very rich. The hills looked like jumbled children's building blocks. Dripping rust crawl up and down the slopes.*

Do not accept answers that simply describe the scene without reference to an impression or an impression is given but not linked to any textual reference.

- 7.** Give **two** reasons why clean water was precious in Hong Ying's community.

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **1 mark** for answers linked to any **two** of the following ideas:

- Several hundred families had to share one tap.
- Sometimes the tap water was turned off.
- People had to queue.
- The effort required to collect/treat the river water.

Also accept answers which refer to the lack of clean tap water.

Do not accept answers which quote 'dirty yellow' without further explanation, eg:

- *even when they could get it, it was a dirty, yellow colour.*

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

8. Explain how the language in paragraphs 3 and 4 shows that life by the Yangtze River was very harsh.

up to 3 marks

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award **3 marks** for answers which offer some detailed explanation, with appropriate references to how the writer's choice of language in paragraphs 3 and 4 shows that life by the Yangtze River was harsh. Answers will explain how the writer's choice of language contributes to the overall effect. References to the text support developed answers.

- *Ying uses a simile in paragraph 3, 'like adding coal to a fire', suggesting oppressive, deadly heat. On paragraph 4, she writes about being too poor to go to the public baths, '...we simply took fewer baths or no baths at all.' She uses the word 'cocooned' suggesting that she slept through harsh winters. 'At night we bundled up in as many clothes we could wear...shivering until morning with freezing hands and feet,' shows her discomfort and pain. The simile 'My hands covered in chilblains that made my fingers look like carrots.' Gives the reader a vivid picture of Hong Ying's pain at the bitter winter.*
- *Living where Hong Ying lives sounds terrible, 'the burning heat of the city.' Makes it sound not for the faint-hearted, as just being there is bad enough, not just living. Another extract says 'Normally there is no wind, but when there is, it's like adding coal to a fire.' Now as far as I know wind cools us down but if there is no escape from the heat, that not even wind, which only makes it hotter, can't cool it down. That must be a terrible place. But more to that in winter it cools way down and you can't keep warm even wrapped up in your quilt and clothes.*

Award **2 marks** for answers which offer some explanation of how the writer shows life by the Yangtze River was harsh, with one or two appropriate references.

- *'...anyone who has never suffered the heat of this city cannot possibly understand...'. The word 'suffered' shows it is not easy living by the Yangtze river. It is not very pleasant.*
- *'to lie there baking your skin.' The word 'baking' suggests the summers are hot .*
- *I don't think there was a winter in my childhood where my hands weren't covered in chilblains'. This quote shows the bad conditions were consistent every year.*

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

Award **1 mark** for answers which identify or make reference to one feature of the writer's use of language in paragraphs 3 and 4. There will be little or no explanation of how it shows that life by the Yangtze River was harsh.

- *Baking hot in summer and very cold, dirty, freezing hands and fingers like 'carrots' in winter. 'Icy cold', shows how cold it was.*
- *Water of the river was dangerous it could overflow.*

9. Look at the final paragraph (page 7).

1 mark

What does the expression *something that even looked like food* suggest about Hong Ying's family's attitude to food?

Assessment focus 3: *Deduce, infer or interpret information, events or ideas from texts*

Award **1 mark** for answers which recognise that the expression conveys the family's desperation for food.

- *They are so desperate for food that her brother will take any chance to dive for it.*
- *They were scavengers who had hardly any food and were desperate.*

Also accept answers that convey that they will eat practically anything.

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

- 10.** Look at the last sentence on page 7. What impression does the phrase *offered up* suggest about the river?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*

Award **1 mark** to answers which recognise that the writer personifies the river as a (grudging or reliable) source of food.

- *The river was like a person that served food.*
- *It was like a chef who was too mean to cook much food.*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 11.** In the first section *Something for everyone*, explain how the writer tries to help the modern-day reader understand the part played by public baths in Roman society.

1 mark

Support your explanation by referring to an example in the section.

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*

Award **1 mark** for an explanation which recognises that the writer tries to help the modern-day reader understand the part played by the public baths in Roman society, by reference to:

- equivalence with present day activities, eg:
 - *She describes it as the same as a modern day spa.*
 - *She uses modern words like networking*
 - *The Roman baths was a place for friends to meet up, for a work out in the Gym and beauty treatment*
 - *The writer compares the roman baths to modern day things like the health club and beauty treatments.*
- the central part played by baths in everyday life, eg:
 - *It helps the reader understand that it was like the only place where people could bathe. And it was for anyone and everyone*
 - *He tried to show the reader that every single person used the baths, men, women, rich and poor*
 - *The baths were used by everyone, men and women, rich and poor. This shows that it was considered as part of their daily life*
 - *You can tell the writer thinks the public baths were important when he says 'The baths played a central part in people's daily lives.'*

Do not accept

- *a quotation without explanation.*
- *an explanation without textual support.*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 12.** Explain how the choice of language in the second section (*Marble or murky water?*) emphasises the contrasts between *luxurious* and *squalid* public baths.

up to 3 marks

Refer to specific words and phrases from the section and comment on them.

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level*

Award **3 marks** for answers which offer a detailed explanation of how language is used in the second section to emphasise the contrasts between the luxurious and the squalid public baths, commenting on how the writer's choice of language contributes to the overall effect. References to the text support developed answers.

- *Some of the baths are obviously expensive because they are made of marble. They sound shiny and clean because they 'gleamed' and 'glittered'. Both words start with a 'gl' sound which emphasises those words. The contrast is the 'murky' baths. The way the writer says 'downright squalid' which makes them sound really terrible. 'Murky' means that the water is unclean and cloudy. They smell of 'fumes' so they are really horrible smells.*
- *It says how some are 'panelled with marble and set with dazzling mosaics' And how others are stunk out by furnace fumes and 'toenail clippings floated in the murky water'. Referring to it as 'dazzling' conjures up its clean, pretty and expensive. And then talking about 'murky' water and toenail clippings shows it's dirty and unhygienic.*

Award **2 marks** for answers which offer some comment on how the language used in the second section shows contrasts between the luxurious and the squalid public baths. There is limited understanding of the overall effect. Answers should make appropriate references to the text.

- *To most people 'marble' is a very rich material/rock, which is considered very luxurious, whereas 'murky water' is referred to as disgusting and 'squalid' - the two of them (marble and murky water) are very different.*
- *The word 'luxurious' means absolutely lovely and clean, yet 'squalid' means disgusting and yucky. The writer emphasises this as he says the squalid, muddy water and toenail clippings floating around, but it was also beautifully tiled and brilliant mosaics on.*

Continued on page 21

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

Award **1 mark** for answers which identify features of the writer's use of language in the second section. Comments may show some limited awareness of the contrasts and effect of the writer's choice of language without development. One or two references are included.

- *'Toenail clippings in the murky water' build up imagery that contrasts with 'luxurious' and 'dazzling mosaics'.*
- *It says one bath had marble and dazzling mosaics but the other had fumes from the furnace and toe-nail clippings floated up in the murky water.*

13. How does the structure and the organisation of the third section *Working up a sweat* help the reader follow the ideas?

up to 3 marks

Refer to specific examples in your answer.

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level*

Award **3 marks** for an answer which explores how the section guides the reader through the process, explaining the technique(s) used by the writer to structure and organise the text, supported by detailed reference.

Award **1 mark** for each answer linked to any three of the following ideas:

- By following the process, eg:
 - *The section takes you from one room to the next*
 - *Step by step instructions of their journey around the place are given*
- Identification of the use of temporal connectives, eg:
 - *The writer uses words to show the order the bathers did things, such as and then ... after a while .. finally*
- By use of other linguistic devices, punctuation, formatting or language use to clarify the process or support the sequence, eg:
 - *Some words such as 'tepidarium' are in italics to show the important rooms*
 - *It gives the meanings of the words in brackets afterwards*
- Identification of the chronology, eg:
 - *It is in chronological order*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 14.** How does the third section *Working up a sweat* show that, for the Romans, going to the baths was not an entirely relaxing experience?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*

Award **1 mark** to answers which identify and comment on expressions that convey the element of effort accompanying bathing.

- *Because everyone had to box, wrestle and they even had to do running.*
- *It was a "serious business" they only ever relaxed AFTER exercise, scraping themselves and freezing baths.*
- *For example, 'a breathtaking plunge into ice cold water' sounds quite painful.*

- 15.** Why is Seneca's description of the public baths included in this article?

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader*

Award **1 mark** for an explanation of the idea that the first hand account gives authenticity / authority to the article, eg:

- First hand account gives authenticity / authority to the article, eg:
 - *It has the effect of giving another point of view from a person who was there at the time*
 - *This gives the effect of feeling what it was really like through someone else's eyes*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 16.** How does Seneca's choice of language build the impression that Roman baths were noisy and unpleasant places to live near?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*

Award **1 mark** for answers which explain the cumulative effect of the various loud, chaotic and frenzied intrusions is unpleasant.

- *It makes all the noise sound like a toneless piece of yelping like "the hair remover forever screeching".*
- *He uses all different examples of noise like a ball player counting shots.*
- *It shows that it was very noisy and annoying when you hear people screeching or singing really loudly.*
- *She tells you many reasons why baths were noisy and complains that it was annoying.*

Section 3: Overview

Question 17

up to 2 marks

- 17.** These two texts are about the part water played in human life in two very different social and historical contexts. Both writers make use of a series of techniques.

Complete the table by putting a tick or a cross in the boxes. A tick indicates the text uses this technique, a cross indicates the text does not use the technique.

The first answer has been completed for you.

Assessment focus 7: relate texts to their social, cultural and historical contexts and literary traditions

Award **2 marks** for all boxes correct.
Award **1 mark** for any two correct lines matched.

(2 marks)

| Technique used by writer | The Great Stink of London | Bath times with the Romans |
|--|---------------------------|----------------------------|
| Uses technical language to help give readers a 'flavour' of the time | x | ✓ |
| Makes reference to famous people of the time | ✓ | ✓ |
| Makes links between the time described and the present day | ✓ | ✓ |
| Uses specific dates to establish historical points in time | ✓ | x |

Blank page

Blank page

Blank page

For more copies

STA Orderline, PO Box 29, Norwich NR3 1GN

Tel: 0300 303 3015 Fax: 01603 696 487

Website: <http://orderline.education.gov.uk>

STA/12/5606 (Mark schemes pack)

1070.01