

English

KS2

Summer 2018

# English Reading

Mark Scheme

# Content Domain Coverage

Table 1: Content domain coverage for the Reading Paper

	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas meaning from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Qu.	Section 1: Letters to Navy Island							
1		1						
2				2				
3	1							
4	1							
5							1	
6				2				
7				1				
8						1		
9		1						
10		2						
11								1
12	1							
13				3				
14					2			
15		1						
16			1					

Section 2: Lightning War								
17				1				
18	1							
19				1				
20							1	
21		1						
22a						1		
22b								1
23	1							
24			1					
25		2						
Section 3: Feeding Britain								
26	1							
27		1						
28				1				
29a		1						
29b		1						
30		1						
31							1	
32		3						
33				1				
34				3				
35								1
36						1		
37					1			
<b>Total</b>	<b>6</b>	<b>15</b>	<b>2</b>	<b>15</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**50 marks**

# Section 1: Letters to Navy Island

Qu.	Answer	Mark	Notes
1	Circle the correct option to complete the sentence below. The text begins with Nora returning from the Post Office...		
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; width: 150px;">through the bustling streets.</div> <div style="border: 1px solid black; padding: 2px; width: 150px; border-radius: 15px;">along the shoreline.</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; width: 150px;">on her bicycle.</div> <div style="border: 1px solid black; padding: 2px; width: 150px;">across the rocky hillside.</div> </div>	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: along the shoreline.</p>
2	Look at the first paragraph of the text. What evidence is there within this paragraph which shows that the weather is hot during Nora's journey? Give <b>three</b> points.		
	<p>Award <b>two</b> marks for reference to any <b>three</b> of the following acceptable points. Award <b>one</b> mark for reference to any <b>two</b> of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• Nora wiped the sweat from her brow.</li> <li>• The cool breeze of last week's storm had long since passed.</li> <li>• The sun was back to its sweltering best.</li> <li>• The sun was shining brightly from a cloudless sky.</li> </ul> <p><b>Do not</b> accept:</p> <ul style="list-style-type: none"> <li>• Nora's mouth was becoming drier.</li> </ul>	2	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Secondary Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award <b>two marks</b> for <b>three</b> correct answers.</p> <p>Award <b>one mark</b> for <b>two</b> correct answers.</p>
3	<i>it wound its way through a small thicket of palm trees</i> Which phrase is closest in meaning to the word <b>thicket</b> ? Tick <b>one</b> .		
	<p><b>a dense group</b> ✓</p> <p>a sparse patch</p> <p>a vacant plot</p> <p>an enclosure</p>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark</b> for: a dense group</p>
4	Look at the paragraph beginning, <i>Nora ran between the banana plants...</i> <b>Find</b> and <b>copy one</b> word from this paragraph that is closest in meaning to <b>burnt</b> .		
	<b>scorched</b>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark</b> for: scorched</p>

## Section 1: Letters to Navy Island

<b>5</b>	<p><b><i>She whizzed past a group of fishermen, then sprinted up a narrow channel of fresh water that led to her home.</i></b></p> <p>What impression do the author's choice of verbs give you about Nora's speed?</p>		
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• Whizzed and sprinted show that Nora was moving quickly.</li> <li>• They show that Nora was determined to get home very quickly.</li> </ul>	1	<p><b>Content Domain: 2g</b> To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award one mark</b> for any acceptable point.</p>
<b>6</b>	<p>Look at the paragraph beginning, <b><i>Nora ran between the banana plants</i></b></p> <p>How is the reader given the impression that the content of the envelope is important? Discuss <b>two</b> ways.</p>		
	<p>Award <b>up to two</b> marks for reference to any <b>two</b> of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• She held the envelope high above her head to stop it becoming wet.</li> <li>• She was racing home with the letter knowing the importance of its contents.</li> <li>• Nora was sprinting home to show her Grandma the contents of the envelope.</li> </ul>	Up to 2	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award up to two marks only</b> for appropriate reference to any <b>two</b> of the given points.</p>
<b>7</b>	<p><b><i>"Grandmother!" Nora wheezed, bending over to catch her breath.</i></b> Why was Nora out of breath? Tick <b>one</b>.</p>		
	<p>The weather was exceptionally warm.</p> <p><b>She had tired herself out by rushing home.</b> ✓</p> <p>Nora was unwell and had a cough.</p> <p>She did not like the smell of the plantation.</p>	1	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for: She had tired herself out by rushing home.</p>
<b>8</b>	<p>Draw lines to match each part of the story with the correct quotation from the text.</p>		
		1	<p><b>Content Domain: 2f</b> To identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award one mark</b> for all lines drawn correctly.</p>

## Section 1: Letters to Navy Island

<b>9</b>	Which two things did Nora associate with the smell of her father? Tick <b>two</b> .		
	<ul style="list-style-type: none"> <li>• herbs</li> <li>• <b>spices</b> ✓</li> <li>• <b>coconut</b> ✓</li> <li>• flowers</li> </ul>	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: spices and coconut.</p>
<b>10</b>	Give <b>three</b> things that you learn about Father in his first letter to Nora.		
	<p>Award <b>two marks</b> for reference to any <b>three</b> acceptable points. Award <b>one mark</b> for reference to any <b>two</b> of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• It has been a while since he has written to her.</li> <li>• He is in the Royal Navy.</li> <li>• He must write using standard English.</li> <li>• He is finding it tricky to find a post office.</li> <li>• He spends his days looking for mines.</li> <li>• He helps ships which have been torpedoed.</li> <li>• He travels across the Atlantic Ocean.</li> <li>• He is worried about the threat of German submarines.</li> <li>• He wants to know what is going on in Nora's life.</li> <li>• He is far away from Nora.</li> <li>• He misses Nora.</li> <li>• He loves Nora.</li> </ul>	Up to 2	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Secondary Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award <b>two marks</b> for <b>three</b> correct answers.</p> <p>Award <b>one mark</b> for <b>two</b> correct answers.</p>
<b>11</b>	Give <b>one</b> way that the text shows that Nora and her father are similar.		
	<p>Award one mark for reference to any of the following:</p> <ul style="list-style-type: none"> <li>• They both call Banana Island home.</li> <li>• They both enjoy writing to each other.</li> <li>• They both enjoy receiving letters from each other.</li> <li>• They love each other greatly.</li> <li>• They both have a smile as wide as the Caribbean Sea.</li> </ul>	1	<p><b>Content Domain: 2h</b> To make comparisons within the text.</p> <p><b>Award one mark</b> for appropriate reference to any of the given points.</p>

## Section 1: Letters to Navy Island

12	<b>The sun warmed her arms and back and she closed her eyes, breathing in her father's familiar scent.</b> What does <b>familiar</b> mean?		
	Award <b>one mark</b> for reference to any of the following: <ul style="list-style-type: none"> <li>• well-known</li> <li>• experienced often</li> <li>• something you have a good knowledge of</li> </ul>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark</b> for appropriate reference to any of the given points.</p>
13	Reflect on the text as a whole. What impression is the reader given about the character of Nora? Discuss <b>two</b> points, using evidence from the text to support your answer.		
	<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. Nora is physically fit.</li> <li>2. Nora felt emotional about her father's absence.</li> <li>3. She admires her father.</li> <li>4. Nora works hard to support her grandmother.</li> <li>5. Nora is religious.</li> <li>6. She is sentimental about the letters she receives from her father.</li> <li>7. She loves her father.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, with at least one supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• The reader is given the impression that Nora works hard to support her grandmother because the text says that she had been working on the banana plantation a lot more recently. We are also given the impression that Nora is very fit and healthy. [AP4 + evidence and AP1]</li> </ul> <p>Award <b>2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• The reader is given the impression that Nora is religious because she says that she said a prayer for her father. [AP5 + evidence]</li> <li>• The reader is given the impression that Nora loves her father and that she feels emotional about him being away from home. [AP2 + AP7]</li> </ul> <p>Award <b>1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• The reader is given the impression that Nora admires her father. [AP3]</li> </ul>	Up to 3	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Secondary Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, with at least one supported with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point supported with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>

## Section 1: Letters to Banana Island

<b>14</b>	Based on what you have read, do you think that Nora and her father will have to send each other more letters in the future? Use evidence from the text to support your prediction.																	
	<p><b>Acceptable points (yes):</b></p> <ol style="list-style-type: none"> <li>1. Nora's father is in the RAF.</li> <li>2. There could be another war in future.</li> </ol> <p><b>Acceptable points (no):</b></p> <ol style="list-style-type: none"> <li>3. The war is over.</li> <li>4. He says that his final mission was to return home.</li> </ol> <p>Award <b>two marks</b> for <b>one</b> acceptable point <b>supported with evidence</b> from the text, e.g.</p> <ul style="list-style-type: none"> <li>• Yes, I think that they will send letters in the future because it says in his letters that Nora's father is in the RAF. This means that he could be recalled to serve at any moment. [AP1 + evidence]</li> <li>• No, I do not think they will send letters to each other in the future because her father has now returned home for good. I know this because it says the war is over in the text. [AP3 + evidence]</li> </ul> <p>Award <b>one</b> mark for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• Yes, I think they will write again in the future because there may be another war.</li> <li>• No, I don't think they will write in future because Nora's father is now home.</li> </ul> <p><b>Do not accept</b> answers that speculate about Nora and her father's future behaviour without reference to what has happened in the text.</p>	Up to 2	<p><b>Content Domain: 2e</b> To predict what might happen from details stated and implied.</p> <p>Award <b>2 marks</b> for <b>one</b> acceptable points supported with evidence.</p> <p>Award <b>1 mark</b> for <b>one</b> acceptable point.</p>															
<b>15</b>	Tick one box in each row to show whether each statement is <b>true</b> or <b>false</b> .																	
	<p>Award <b>one</b> mark for <b>all</b> 4 boxes correctly ticked.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Sentence</th> <th style="text-align: center;">True</th> <th style="text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td>Part of Nora's work is delivering fruit to ships.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Nora lives with her mother whilst her father is at war.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Nora named her Christmas doll after her grandmother.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Nora was upset to see her father on the veranda.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Sentence	True	False	Part of Nora's work is delivering fruit to ships.	✓		Nora lives with her mother whilst her father is at war.		✓	Nora named her Christmas doll after her grandmother.		✓	Nora was upset to see her father on the veranda.		✓	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for <b>all four</b> boxes ticked correctly.</p>
Sentence	True	False																
Part of Nora's work is delivering fruit to ships.	✓																	
Nora lives with her mother whilst her father is at war.		✓																
Nora named her Christmas doll after her grandmother.		✓																
Nora was upset to see her father on the veranda.		✓																

## Section 1: Letters to Banana Island

<b>16</b>	Number the following events 1–5 to show the order in which they happened. The first one has been done for you.		
	Award <b>one mark only</b> for all of the points numbered correctly.	1	<b>Content Domain: 2c</b> To summarise main ideas from more than one paragraph.  <b>Award one mark only</b> for the correct sequence.
	Father explained that he was about to be sent on a secret mission. <b>4</b>		
	Nora rushed home with the first white envelope. <b>2</b>		
	Father explained that he would be writing using standard English. <b>1</b>		
	Nora saw a tall man standing on the edge of the veranda. <b>5</b>		
	Nora’s grandmother handed a letter to Nora. <b>2</b>		

# Section 2: Lightning War

Qu.	Answer	Mark	Notes
17	<b>Confusion reigns as he opens his eyes to a darkened world of panic.</b> Explain why <b>confusion reigns</b> .		
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• because confusion is the only thing his mind is able to experience</li> <li>• because the character's confusion takes precedence over every other emotion</li> <li>• because the confusion the character experiences is what is driving all of his actions</li> </ul>	1	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for any acceptable point.</p>
18	<b>Find and copy two</b> different words from the second verse of the poem which explain the movements made by the main character.		
	<p>Award <b>one</b> mark for any two of these words taken directly from the text:</p> <ul style="list-style-type: none"> <li>• stumbles</li> <li>• fumbling</li> <li>• shaking</li> <li>• feeling</li> </ul>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark only</b> for any two correct answers.</p>
19	<b>feeling his way through unlit passages</b> Explain why it would be necessary for the main character to <b>feel his way</b> .		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• because the character could not put the lights on and reveal his location to the planes</li> <li>• because the house was so dimly lit that it would be impossible to find your way out by sight</li> <li>• because people were not allowed to use lights within their home during blackout hours</li> <li>• because the urgency to leave was so great that he did not have time to source a light</li> </ul>	1	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for any acceptable point.</p>

## Section 2: Lightning War

20	<p><b><i>their wings outstretched like a flock of pale crosses in the dark.</i></b>          Why do you think that the poet chose to use the word <b>flock</b>?</p>		
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• Because a group of flying birds is called a flock and the planes look like birds flying in the night sky</li> <li>• To show how similar the group of planes look to a group of birds</li> <li>• As a collective term for the plane which plays on their similarity to birds</li> <li>• Because both planes and birds have wings and both can fly in groups across the sky</li> </ul>	1	<p><b>Content Domain: 2g</b> To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award one mark</b> for appropriate reference to any of the given points.</p>
21	<p>List <b>three</b> examples of buildings destroyed by bombing in the poem.</p>		
	<p>Award <b>one</b> mark for any three of the following acceptable answers:</p> <ul style="list-style-type: none"> <li>• houses</li> <li>• shops</li> <li>• schools</li> <li>• churches</li> </ul> <p><b>Do not</b> accept spires.</p>	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Secondary Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for any three correct answers.</p>
22a	<p>The main character's wellbeing changes throughout this poem.          Find and copy a phrase from the poem where this occurs.</p>		
	<p>Award one mark for any one of these phrases taken directly from the text:</p> <ul style="list-style-type: none"> <li>• he falls into a tangle of rubble and iron bars</li> <li>• pain surging</li> <li>• sounds suddenly muted from his ears</li> <li>• smoke stings his eyes</li> <li>• staggering over fallen spires</li> <li>• his legs give way</li> <li>• he regains his senses</li> <li>• his hearing returns</li> <li>• for now, he is safe</li> </ul>	1	<p><b>Content Domain: 2f</b> To identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award one mark</b> for any acceptable point.</p>

## Section 2: Lightning War

<b>22b</b>	Comment on how their wellbeing changes throughout the text.																	
	<p><b>Award 1 mark</b> for answers that refer to both his wellbeing at the beginning and at the end of the poem.</p> <ul style="list-style-type: none"> <li>• <b>Beginning:</b> Accept appropriate synonyms for: confused / panic-stricken / in danger</li> <li>• <b>End:</b> Accept appropriate synonyms for: recovering / safe / cared for</li> </ul>	1	<p><b>Content Domain: 2h</b> To make comparisons within the text.</p> <p><b>Secondary Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for an explanation that refers to a change in the main character's wellbeing from the beginning to the end of the poem.</p>															
<b>23</b>	<b>He feels himself being hauled up</b> Which word is closest in meaning to <b>hauled</b> ? Tick <b>one</b> .																	
	<p>bellowed</p> <p><b>dragged</b> ✓</p> <p>confined</p> <p>halted</p>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark</b> for: dragged</p>															
<b>24</b>	Which of the following would be the most suitable summary of how the poet feels about life during the war? Tick <b>one</b> .																	
	<p>The poet has done a lot of research about life during the war.</p> <p><b>The poet highlights the dangers for ordinary people during the war.</b> ✓</p> <p>The poet reflects on staying safe during wartime bombing.</p> <p>The poet retells a nightmare they have had about the war.</p>	1	<p><b>Content Domain: 2c</b> To summarise main ideas from more than one paragraph.</p> <p><b>Award one mark</b> for: The poet highlights the dangers for ordinary people during the war.</p>															
<b>25</b>	Using information from the poem, put a tick in the correct box to show whether each statement is <b>true</b> or <b>false</b> .																	
	<p>Award <b>one</b> mark for 3 boxes correctly ticked and award <b>two</b> marks for all 4 boxes correctly ticked.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The once distant engines begin to get closer.</td> <td>✓</td> <td></td> </tr> <tr> <td>Individuals shelter from the bombs within their own homes.</td> <td></td> <td>✓</td> </tr> <tr> <td>The main character rescues a warden from within the rubble.</td> <td></td> <td>✓</td> </tr> <tr> <td>The shock of the explosion leaves the warden unable to speak.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	True	False	The once distant engines begin to get closer.	✓		Individuals shelter from the bombs within their own homes.		✓	The main character rescues a warden from within the rubble.		✓	The shock of the explosion leaves the warden unable to speak.		✓	Up to 2	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award two marks</b> for <b>all</b> boxes ticked correctly.</p> <p><b>Award one mark</b> for <b>three</b> boxes ticked correctly.</p>
Sentence	True	False																
The once distant engines begin to get closer.	✓																	
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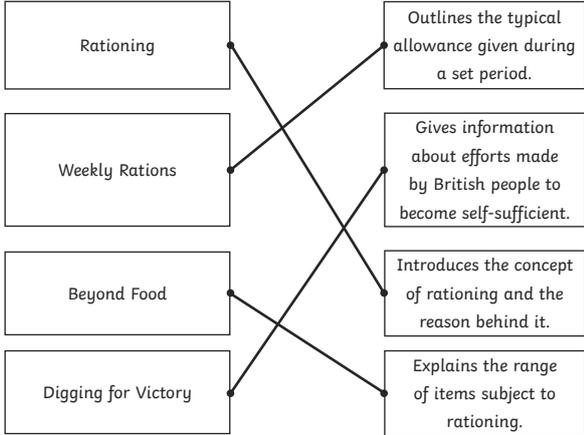
# Section 3: Feeding Britain

Qu.	Answer	Mark	Notes												
26	<b>During the 1940s, Britain imported a lot of its food from around the globe.</b> What does <b>imported</b> mean in this sentence? Tick <b>one</b> .														
	<p><b>to bring from abroad</b> ✓</p> <p>to send away</p> <p>to consume</p> <p>to greatly value</p>	1	<p><b>Content Domain: 2a</b> To give/explain the meaning of words in context.</p> <p><b>Award one mark</b> for: to bring from abroad.</p>												
27	Fill in the missing information from this table.														
	<p>Award <b>one</b> mark for all 4 boxes correctly completed.</p> <table border="1"> <thead> <tr> <th>Food Type</th> <th>Percentage Imported</th> </tr> </thead> <tbody> <tr> <td>Cheese</td> <td><b>70%</b></td> </tr> <tr> <td>Sugar</td> <td>70%</td> </tr> <tr> <td><b>Fruit</b></td> <td>80%</td> </tr> <tr> <td>Cereals</td> <td><b>70%</b></td> </tr> <tr> <td>Fats</td> <td><b>70%</b></td> </tr> </tbody> </table>	Food Type	Percentage Imported	Cheese	<b>70%</b>	Sugar	70%	<b>Fruit</b>	80%	Cereals	<b>70%</b>	Fats	<b>70%</b>	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for all <b>four</b> correct answers.</p>
Food Type	Percentage Imported														
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28	<b>the German Navy purposely targeted and torpedoed ships bound for UK shores</b> Why did they do this? Tick <b>one</b> .														
	<p>to conserve supplies for German troops</p> <p><b>to force Britain to surrender</b> ✓</p> <p>to boost morale within the country</p> <p>to directly affect those living near British shores</p>	1	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Secondary Content Domain: 2b</b> To retrieve and record information / identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: to force Britain to surrender.</p>												
29a	Circle the correct option to complete each sentence below. As fewer supplies reached Britain's shores, people...														
	<table border="0"> <tr> <td>spent more money on food.</td> <td>began to starve.</td> </tr> <tr> <td>enjoyed different types of food.</td> <td><b>were forced to ration.</b></td> </tr> </table>	spent more money on food.	began to starve.	enjoyed different types of food.	<b>were forced to ration.</b>	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: were forced to ration.</p>								
spent more money on food.	began to starve.														
enjoyed different types of food.	<b>were forced to ration.</b>														
29b	Circle the correct option to complete each sentence below. <b>British people were given a ration book...</b>														
	<table border="0"> <tr> <td>which had to last for months.</td> <td>which came from a library.</td> </tr> <tr> <td><b>which contained coupons.</b></td> <td>in order to raise money.</td> </tr> </table>	which had to last for months.	which came from a library.	<b>which contained coupons.</b>	in order to raise money.	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: which contained coupons.</p>								
which had to last for months.	which came from a library.														
<b>which contained coupons.</b>	in order to raise money.														

## Section 3: Feeding Britain

<b>30</b>	Who forced citizens to register themselves with specially-chosen shops?		
	(the) Ministry of Food	1	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award one mark</b> for: the Ministry of Food</p>
<b>31</b>	<b>Can you imagine going to prison for not finishing your meal?</b> What affect does the author's use of a rhetorical question have on the reader?		
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• It emphasises how serious Britain was about its food shortage.</li> <li>• It gets the audience thinking about how ludicrous such an idea would be today and how times must have changed.</li> <li>• It engages the reader and makes them think.</li> <li>• It forces the reader to put themselves into the position of those who were forced to ration.</li> </ul>	1	<p><b>Content Domain: 2g</b> To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award one mark</b> for appropriate reference to any of the given points.</p>
<b>32</b>	Write down <b>three</b> different non-food items which were rationed during the Second World War.		
	<p>Award one mark for reference to any of the following (whether given as acceptable point or quotation), up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> <li>• clothing</li> <li>• soaps</li> <li>• fuel</li> <li>• paper</li> <li>• Christmas trees</li> </ul> <p>Accept quotations that meet an acceptable point.</p>	Up to 3	<p><b>Content Domain: 2b</b> To retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award three marks</b> for three different acceptable points.</p> <p><b>Award two marks</b> for two different acceptable points.</p> <p><b>Award one mark</b> for one acceptable point.</p> <p><b>Do not accept</b> more than one reference to the same item.</p>
<b>33</b>	Explain why the campaign which helped Britain to grow its own food was entitled 'Dig for Victory'.		
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• Because by digging to grow their own food in the soil, Britain was working towards being victorious and winning the war.</li> <li>• Britain had more chance of winning the war if its citizens dug in their gardens to grow their own food.</li> <li>• The word dig refers to the act of gardening, which is what citizens were asked to do to support the war effort.</li> </ul>	1	<p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award one mark</b> for appropriate reference to any of the given points.</p>

34	Based on the text as a whole, what impression are you given about life in Britain during the Second World War. Fully discuss <b>two</b> aspects, referring to the text in your answer.	
	<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. Citizens lived with the threat of attack.</li> <li>2. There was a shortage of food / food was rationed.</li> <li>3. Regular commodities were in short supply.</li> <li>4. Food allocation was strictly controlled.</li> <li>5. Food wastage was taken very seriously.</li> <li>6. Citizens became self-sufficient.</li> <li>7. Citizens played a part in supporting the war effort.</li> <li>8. The British economy was greatly impacted by the Second World War.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, with at least <b>one</b> supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• Life in Britain was tough because the citizens constantly lived with the threat of attack. Food was in short supply as much of the food British people ate was imported from across the globe. [AP 1 and AP2 + AP 1]</li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• Life would have been hard because lots of things we take for granted, such as clothes and soap, were in short supply during the war. [AP3 + evidence]</li> <li>• Life during the Second World War was short of food and people had to grow their own. [AP2 + AP6]</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• Food was rationed during the Second World War. [AP2]</li> </ul>	<p>Up to 3</p> <p><b>Content Domain: 2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, with at least <b>one</b> supported with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or one acceptable point supported with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>

35	Give one way that food shopping has changed in Britain since the Second World War.	1	<b>Content Domain: 2h</b> To make comparisons within the text.
	<p>Award <b>one</b> mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>• People no longer have a set allowance of food that they can buy.</li> <li>• Citizens are no longer forced to shop at one specific place.</li> <li>• Most people do not buy food using just coupons anymore.</li> <li>• Citizens do not use a ration book.</li> <li>• People can buy food as often as they want to.</li> <li>• There is no limit to what you can buy if you have the money to pay for it.</li> </ul>		<p><b>Award one mark</b> for appropriate reference to any of the given points.</p>
<b>36</b> Draw lines to match each section to its main content.			
	<p>Award one mark for all correctly matched:</p> 	1	<p><b>Content Domain: 2f</b> To identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Secondary Content Domain: 2c</b> To summarise main ideas from more than one paragraph.</p> <p><b>Award one mark</b> for <b>all</b> lines drawn correctly.</p>
<b>37</b> Based on what you have read, what do you think might happen if Britain faces war again in the future?			
	<p>Award <b>one</b> mark for a prediction based on the fact that Britain rationed food during the Second World War, e.g.</p> <ul style="list-style-type: none"> <li>• If Britain faced war again in the future, the government may give out ration books and begin to control food.</li> </ul>	1	<p><b>Content Domain: 2e</b> To predict what might happen from details stated and implied.</p> <p><b>Award one mark</b> for any acceptable prediction based on past events discussed in the text.</p>

**Table 2: Content domain breakdown for the Reading Paper**

Content domain reference	Suggested percentage	Number of marks	Percentage of total marks
<b>2a</b> To give/explain the meaning of words in context.	10-20%	6	12%
<b>2b</b> To retrieve and record information/identify key details from fiction and non-fiction.	16-50%	15	30%
<b>2c</b> To summarise main ideas from more than one paragraph.	2-12%	2	4%
<b>2d</b> To make inferences from the text/explain and justify inferences with evidence from the text.	16-50%	15	30%
<b>2e</b> To predict what might happen from details stated and implied.	0-6%	3	6%
<b>2f</b> To identify/explain how information/narrative content is related and contributes to meaning as a whole.	0-6%	3	6%
<b>2g</b> To identify/explain how meaning is enhanced through choice of words and phrases.	0-6%	3	6%
<b>2h</b> To make comparisons within the text.	0-6%	3	6%