



# ENGLISH READING MARK SCHEME

LEVEL 6 TESTS

Reading mark scheme  
*Man and machine*

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**Qualifications and Curriculum  
Development Agency**

53–55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
assessments@qcda.gov.uk  
[www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests)

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# Introduction

This booklet contains the mark scheme for the Optional level 6 reading test. For ease of reference, test questions have been reproduced in the mark scheme.

There are 32 marks for the test.

The same set of assessment focuses has been used for optional level tests in reading as for national curriculum end of key stage tests in reading. These provide information about the particular processes or skills the pupil needs in order to answer the questions. The assessment focuses are drawn from the national curriculum, directly related to the national strategies and form the basis of the Assessing Pupil Progress framework.

The last section of this booklet provides information about interpreting the scores from the tests.

## The reading test

The range of marks available is given under the mark box at the side of the page 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.

The mark scheme was devised after trialling the tests with pupils and contains examples (*these are shown in italics*) of some frequently occurring correct answers given in trials. The mark scheme indicates the criteria on which judgements should be made. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction etc.

## Assessment focuses for reading

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

- 1 Use a range of strategies, including accurate decoding of text, to read for meaning
- 2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- 3 Deduce, infer or interpret information, events or ideas from texts
- 4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- 5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- 6 Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
- 7 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

Examples of responses. Italics indicate pupil example from trial

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

**11.** Explain one way the poet shows in lines 12 – 16 that Cynddylan has lost touch with nature. **1 mark**

Support your answer with a word or phrase from lines 12 – 16.

○ **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 one of the following explanations:

- ■ 'different fuel' suggests that Cynddylan has become separated from nature as he no longer relies upon the sun like the plants, eg:
  - *it's as if he thinks he no longer needs the sun because he 'runs his engine on a different fuel'*
  - *'but not for him' implies separation from nature.*
- ■ Cynddylan no longer appreciates / cares about nature as the tractor's loud noise makes the birds sing 'in vain' as they are drowned out by it, eg:
  - *Cynddylan appears to be oblivious to the natural world around him as he ignores the birds with their 'bills wide in vain'.*

○ **Do not accept** an explanation without a quotation.

## 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: Robots rule...

Q1					2	
Q2					1	
Q3			2			
Q4a				1		
Q4b				1		
Q5	1					
Q6				1		
Q7			3			

### Section 2: The Tractor

Q8					2	
Q9				2		
Q10				3		
Q11					1	

### Section 3: Who can replace a man?

Q12	1					
Q13			3			
Q14		1				
Q15				1		
Q16		3				

### Section 4: Robots rule... / Who can replace a man?

Q17						3
<b>Totals</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>3</b>

**32 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: Robots rule... (pages 4–5)

### Questions 1 – 7

1. The web page begins:

up to 2 marks

*If you think robots are mainly the stuff of sci-fi movies, think again.  
Right now, all over the world, robots are on the move.*

Explain **two** ways these first two sentences try to grab the reader's attention.

**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 **each** of the following responses up to a maximum of 2 marks:

- they challenge your assumptions, eg:
  - *it's making a statement which makes you think, 'what else are they for?'*
- the reader is addressed directly, eg:
  - *it is involving you directly by saying, 'If you think'.*
- the reader is given a command, eg:
  - *because it starts with telling you what to think.*
- the 'Right now' will surprise / shock the reader and make them want to know more, eg:
  - *if robots aren't just in sci-fi movies you will want to know where else they are used.*

**Also accept** responses relating to people being interested in / excited by sci-fi films.

## Section 1: Robots rule... (pages 4 – 5)

### Questions 1 – 7

- 2.** At the end of paragraph 1 the writer says that today's robots are doing more and more things for us. **1 mark**

How does the writer emphasise the increasingly widespread use of robots in that paragraph?

Support your answer by referring to paragraph 1.

**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 a response related to one of the following ways the writer emphasises the increasingly widespread use of robots:

- by referring to the range of / listing the ways robots are being used, eg:
  - *because he shows you lots of examples of robots doing different things, 'painting cars at Ford'*
  - *the writer does this by mentioning that they do everything, for example 'walking into volcanoes'*
  - *he makes a list of all the different uses we use robots for and where we use them.*
- by referring to the number of / listing places robots are being used, eg:
  - *It tells you everywhere they are working like at Ford plants*
  - *It lists places where robots are in use*
  - *It says all over the world and names the different places like Paris.*
- by using the phrase 'on the move' which suggests spreading, eg:
  - *it says robots are on the move as if they are starting to take over.*
- by mentioning how they now do unexpected jobs / jobs we would expect only humans to do, eg:
  - *It shows robots are doing human work 'driving trains in Paris'.*

**Do not accept** a quotation, eg 'the robots are on the move' without an explanation.



**Section 1: Robots rule... (pages 4 – 5)****Questions 1 – 7**

- 3.** How do the first sentences of paragraphs 2, 3 and 4 help the reader to follow the ideas in the text?

**up to 2 marks**

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

Award **2 marks** for an answer linked to one of the following ideas which recognises that the first sentences are organised:

- to put the ideas in chronological order, eg:
  - *it is in chronological order so you can see how it has evolved over the years.*
- to show how robots have progressed over time, eg:
  - *they are set over a period of time, each one explaining what happened in that period.*

**OR**

Award **1 mark** only for an answer which recognises that the first sentences:

- each give a date / refer to a time in history, eg:
  - *by mentioning when robots came about.*

## Section 1: Robots rule... (pages 4 – 5)

### Questions 1 – 7

4. What does the choice of language in the table below suggest about the relationship between humans and robots?

up to 2 marks

The first one has been done for you.

quotation	what the choice of language suggests about the relationship between humans and robots
<i>using robotic creations to do our bidding</i>	It suggests that humans have total power over robots because they do what we tell them.

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

- a) *helpful sidekicks* suggests that:

Award **1 mark** for the following response:

- robots and humans are working together / robots support humans, eg:
  - *although we still have control over robots, they are becoming more like friends than servants*
  - *Robots are useful companions*
  - *it suggests they are like buddies.*

**Do not accept** 'they help you' for a) without further elaboration.

- b) *a spark between* suggests:

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

- a (lively or affectionate) connection / link / communication between humans and robots, eg:
  - *it suggests that the robot and its owner have a special connection*
  - *They connect. They like each other*
  - *It suggests that robots will hopefully create chemistry between humans and themselves.*
- the beginnings of a relationship between humans and robots, eg:
  - *it suggests the beginning of a friendship*
  - *it suggests they hope a bond will form between robots and humans.*

**Do not accept** the same answer for a) and b).

**Section 1: Robots rule... (pages 4 – 5)****Questions 1 – 7**

- 5.** Look at paragraph 4, why did the public begin to lose interest in robots during the 1980s?

**1 mark**

**Assessment focus 2:** *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*

Award **1 mark** for an answer linked to the following idea or quotation:

- because getting robots to do the simple things that humans could do was hard, eg:
  - (*'people discovered that*) *getting robots to do things we think of as easy ( – like moving across a cluttered room – ) is surprisingly difficult.*'

- 6.** In paragraph 5, why is the word 'think' in inverted commas?

**1 mark**

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

Award **1 mark** for an answer linked to the following response:

- because robots cannot literally think, eg:
  - *robots do not think like humans do*
  - *robots are not physically alive and can't think for themselves.*

## Section 1: Robots rule... (pages 4 – 5)

### Questions 1 – 7

- 7.** How has this web page been designed to make it more interesting for the reader?

**up to 3 marks**

Refer to the organisation of the text and the overall layout 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 marks according to the criteria, using the exemplar answers to confirm your judgements.

#### Criteria for question 7

<b>3 marks</b>	Award <b>3 marks</b> for responses which explore the different ways the web page has been designed to make it more interesting and how the organisation of the text and overall layout are used to create this effect on the reader, eg <i>the main body of the text takes you through how robots have progressed over time and the information in the boxes support it by providing additional interesting facts</i> . Appropriate references are incorporated to support ideas.
<b>2 marks</b>	Award <b>2 marks</b> for responses which show some understanding of how the web page has been designed to make it more interesting and how the organisation of the text and overall layout are used to create this effect on the reader, eg <i>There are colourful boxes with extra information for the reader and the information is labelled with exciting headings like 'Robot wars!'</i> . Some appropriate references are incorporated to support ideas.
<b>1 mark</b>	Award <b>1 mark</b> for a response which recognises some aspects of how the web page has been designed to make it interesting for the reader, eg <i>the pictures let the reader see the different robots</i> . References to the text may not be specific and comments may be general.
<b>0 marks</b>	Award <b>0 marks</b> for a response which does not meet the criteria for 1 mark.

## Section 1: Robots rule... (pages 4 – 5)

### Questions 1 – 7

#### Question 7 exemplar answers

<p><b>3 marks</b></p>	<p><i>It has been designed to make it more interesting by putting all the factual information in the middle of the web page, like when they were around and what jobs they did. Then for variety other headings such as 'What is a robot?' are put around the sides. Some of it is also aimed at younger readers by putting a fun bit on the right hand side called 'Robot wars!'. The pictures draw the reader's attention and let them see what the robots look like and the things they can do.</i></p>
<p><b>2 marks</b></p>	<p><i>To make the web page more interesting people have added pictures of robots and of humans. This attracts the reader and makes it look like a good site. Also, they have used arrows to label the pictures so they tell the reader what they are. The organisation of the text is also very good because it's not all bunched up together – it's spread out and made to look attractive.</i></p>
<p><b>1 mark</b></p>	<p><i>It is laid out with interesting facts, diagrams, pictures and definitions. I think this is a good thing to do otherwise it would just be all writing and would be boring for the reader.</i></p>
<p><b>0 marks</b></p>	<p><i>because it reminds you that actually computers are robots and we have a lot of them in every-day home. Also, it is overall a lot more interesting than a blank page so it draws your attention to it.</i></p>

**Section 2: The Tractor (pages 6 – 7)****Questions 8 – 11**

**8.** *Ah, you should see Cynddylan on a tractor.* (line 1)

**up to 2 marks**

From this quotation, what different impressions might you get of how the poet feels towards Cynddylan.

Circle **two** of the words below:

angry

proud

worried

mocking

**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 **each** word correctly circled:

angry

proud

worried

mocking

## Section 2: The Tractor (pages 6 – 7)

### Questions 8 – 11

9. *His nerves of metal and his blood oil.* (line 4)

up to 2 marks

What does the use of language in this quotation suggest about the effect the tractor has had on Cynddylan?

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

Award **1 mark** for a response that recognises one of the following ways the language suggests the effect the tractor has had on Cynddylan, or **2 marks** for recognising both ways:

- He has become like a machine, eg:
  - *It suggests he's almost a machine now*
  - *He spends so much of his time with the machine he is turning into one.*
- He has become unified with / inseparable from his tractor, eg:
  - *Cynddylan is at one with the tractor*
  - *The tractor has become part of his life.*

OR

Award **2 marks** for a response that explains **one** of the above ways the language suggests the effect the tractor has had on Cynddylan, with some development, eg:

- *It suggests that he is becoming quite attached to the tractor, with its oil like his life blood*
- *It is like the tractor and him are friends and Cynddylan has become part of the tractor. He spends a lot of time with the tractor and it has changed his personality*
- *It shows he is machine now like his tractor - made of metal. He has lost connection with the world of nature.*

**Do not accept** references to techniques, eg personification, without further explanation.

## Section 2: The Tractor (pages 6 – 7)

### Questions 8 – 11

- 10.** In lines 5 – 11 the poet describes Cynddylan riding his tractor out of the farmyard.

**up to 3 marks**

Explain how the choice of language presents Cynddylan as a powerful man.

Support your ideas with words or phrases from lines 5 – 11.

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

Award marks according to the criteria, using the exemplar answers to confirm your judgements.

### Criteria for question 10

<b>3 marks</b>	Award <b>3 marks</b> for a response which demonstrates understanding of how well-selected words and precise phrases show how Cynddylan is presented as a powerful man, eg <i>Cynddylan is in complete control as the tractor does 'his least bidding'. He is also the master of his surroundings, as he breaks the fields and empties the wood like a 'knight at arms'</i> . Explanations are developed and may include comment on one or more features in detail.
<b>2 marks</b>	Award <b>2 marks</b> for a response which demonstrates some understanding of how relevant words and phrases show how Cynddylan is presented as a powerful man, eg <i>'great man' makes Cynddylan seem powerful and 'knight' makes him seem noble</i> . Explanations are offered about the effect of language but are not developed.
<b>1 mark</b>	Award <b>1 mark</b> for a response which identifies one or more quotations which show how Cynddylan is presented as a powerful man, eg <i>he seems powerful because the tractor obeys him, 'the gears obey'</i> . There is awareness of the effect of language but only limited or generalised explanation.
<b>0 marks</b>	Award <b>0 marks</b> for a response which does not meet the criteria for 1 mark.



## Section 2: The Tractor (pages 6 – 7)

### Questions 8 – 11

#### Question 10 exemplar answers

<p><b>3 marks</b></p>	<p><i>Cynddylan comes across as a powerful man by the use of the words 'scattering hens'. This suggests that creatures cower before him. 'He is the knight' compares him to a knight riding his powerful steed which is the tractor. 'Emptying the wood' suggests that no creature is allowed to be anywhere near him and his power so they have fled leaving a 'mirror of silence'.</i></p>
<p><b>2 marks</b></p>	<p><i>The tractor is going where Cynddylan wants, which shows that the tractor is obeying him, 'the gears obey'. The writer suggests that Cynddylan is 'great' so people must be fond of him and the word 'knight' suggests that he is strong and very powerful indeed.</i></p>
<p><b>1 mark</b></p>	<p><i>I think Cynddylan is a powerful man because it says 'the clutch curses, but the gears obey'. This tells me that he has taken captive the tractor however the tractor doesn't like it.</i></p>
<p><b>0 marks</b></p>	<p><i>Not many people had a tractor or car in those days therefore he must have money and money in those days made you a powerful man.</i></p>

**Section 2: The Tractor (pages 6 – 7)****Questions 8 – 11**

- 11.** Explain one way the poet shows in lines 12 – 16 that Cynddylan has lost touch with nature.

**1 mark**

Support your answer with a word or phrase from lines 12 – 16.

**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 one of the following explanations:

- 'different fuel' suggests that Cynddylan has become separated from nature as he no longer relies upon the sun like the plants, eg:
  - *it's as if he thinks he no longer needs the sun because he 'runs his engine on a different fuel'*
  - *'but not for him' implies separation from nature.*
- Cynddylan no longer appreciates / cares about nature as the tractor's loud noise makes the birds sing 'in vain' as they are drowned out by it, eg:
  - *Cynddylan appears to be oblivious to the natural world around him as he ignores the birds with their 'bills wide in vain'.*

**Do not accept** an explanation without a quotation.

### Section 3: Who can replace a man? (pages 8 – 9)

#### Questions 12 – 16

- 12.** Find and copy a phrase from section 1 which suggests that the field-minder takes pride in its work.

**1 mark**

**Assessment focus 2:** *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*

Award **1 mark** for the following quotation:

- (it climbed onto the highway and) looked back at its work.

### Section 3: Who can replace a man? (pages 8 – 9)

#### Questions 12 – 16

- 13.** Explain how sections 1, 2 and 3 build up an increasing sense that something is wrong.

**up to 3 marks**

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

Award marks according to the criteria, using the exemplar answers to confirm your judgements.

#### Criteria for question 13

<b>3 marks</b>	Award <b>3 marks</b> for a response which demonstrates understanding of how sections 1, 2 and 3 build up an increasing sense that something is wrong. Some features that contribute to the build-up of a sense that something is wrong are identified, eg the sequencing of events, <i>Things seem calm in section 1, but there are clues in section 2 that things aren't as they should be when the store is still locked. By section 3 this is confirmed when it says, 'Increasingly of late there had been breakdowns...'</i> , the increase in pace or the use of language/sentence structure. There is some development of comments, and ideas are supported by well-selected quotations.
<b>2 marks</b>	Award <b>2 marks</b> for a response which shows some understanding of how sections 1, 2 and 3 build up an increasing sense that something is wrong. Comments are supported by one or more relevant quotations. There is some awareness of how a sense that something is wrong is built up, for example evidence is offered from different sections, eg <i>You can tell that something is wrong because the distributor cannot produce the needed items and it says that 'increasingly of late there had been breakdowns in the complex system of machine labour'</i> , but there is no explanation of how the text is deliberately organised to build up a sense that something is wrong.
<b>1 mark</b>	Award 1 mark for a response which demonstrates some recognition of how sections 1, 2 and 3 show that something is wrong, eg <i>The robot sees the other robots moving in a strange way, 'hooting'</i> . Comments are mostly descriptive and there is no explanation of how a sense that something is wrong is built up.
<b>0 marks</b>	Award <b>0 marks</b> for a response which does not meet the criteria for 1 mark.

### Section 3: Who can replace a man? (pages 8 – 9)

Questions 12 – 16

#### Question 13 exemplar answers

<p><b>3 marks</b></p>	<p><i>Sections 1, 2 and 3 build up an increasing sense that something is wrong because straight from section 1, you have the field-minder walking along and not seeing any other machines which makes you suspicious. Then section 2 makes it worse because the machines are standing around doing nothing or acting 'strange' instead of getting on with their jobs. In section 3 it gets worse again because Supply Operative P has not come in and he is important because he is the unlocker. 'This particular hitch had not occurred before,' which shows how bad it is.</i></p>
<p><b>2 marks</b></p>	<p><i>Firstly, no other machines passed him as he made his way back to the Agricultural Station. Then the seed distributor said that the store had not been unlocked. Finally, we find out why it has not been locked, because Supply Operative Type P has not come in to work.</i></p>
<p><b>1 mark</b></p>	<p><i>The order request was impossible to get because warehouse 3 was not unlocked. Machines were hooting and acting strangely in the yard. The warehouse being locked had never happened before.</i></p>
<p><b>0 marks</b></p>	<p><i>It builds up something is wrong as they slowly find out whats wrong. They first find out the robots are not working and then they find out why.</i></p>

### Section 3: Who can replace a man? (pages 8 – 9)

#### Questions 12 – 16

- 14.** What impression do you get of the pen-propeller in the final section?  
Refer to the final section in your answer.

**1 mark**

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

Award **1 mark** for a response relating to one of the following ideas about the pen-propeller:

- intelligent, eg:
  - *he is a clever robot and thinks logically 'therefore they have broken down'*
  - *the pen-propeller thinks a step ahead of the unlocker working out why there were no orders.*
- interfering / self-important, eg:
  - *it seems to be a sort of attention-seeker, as it joined the conversation when it wasn't asked to*
  - *he thinks he knows everything, like that the men have broken down.*
- eager to please, eg:
  - *the way it skitters 'towards them' is friendly*
  - *although he may not be that important, he likes to be involved, as he keeps 'jumping in' to speak.*
- lively, eg:
  - *I have the impression that the pen-propeller is very active and energetic, as it says that it 'skittered towards them' and 'rotated a dozen of its arms when it spoke'.*

**Do not accept** a description of the pen-propeller's physical appearance, eg 'It's the same size as a toaster'.

**Section 3: Who can replace a man? (pages 8 – 9)****Questions 12 – 16**

- 15.** 'Therefore *they* have broken down...' said the little pen-propeller.  
'The *men* have broken down?' asked the unlocker. (section 5)

**1 mark**

What is the effect of the words '*they*' and '*men*' being in italics in this quotation?

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

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

the use of italics:

- emphasises the importance / drama of what the pen-propeller is saying, eg:
  - *when the pen-propeller says 'they' he makes it sound really serious that men have broken down*
  - *it's emphasising that it's the men, not the robots broken down.*
- shows how surprising the situation is (to the unlocker), eg:
  - *the italics show that they are in disbelief at what is happening*
  - *Machines usually break down, not men. It is to show that something unusual has happened.*

### Section 3: Who can replace a man? (pages 8 – 9)

#### Questions 12 – 16

- 16.** In sections **4 and 5**, how can you tell that the field-minder is starting to take control?

**up to 3 marks**

Support your ideas by referring to the text.

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

Award marks according to the criteria, using the exemplar answers to confirm your judgements.

#### Criteria for question 16

<b>3 marks</b>	<i>Award 3 marks for a response which explores how we can tell that the field-minder is starting to take control. Ideas will be developed with clear evidence of inference, and will be supported by well chosen references to both Sections 4 and 5.</i>
<b>2 marks</b>	<i>Award 2 marks for a response which demonstrates some understanding of how we can tell that the field-minder is starting to take control. Answers will show some evidence of inference, and will be supported by relevant references to Sections 4 and 5.</i>
<b>1 mark</b>	<i>Award 1 mark for a response which identifies one or more ways we can tell that the field-minder is starting to take control. Answers may largely re-tell what the field-minder does, with little comment.</i>
<b>0 marks</b>	<i>Award 0 marks for a response which does not meet the criteria for 1 mark.</i>



### Section 3: Who can replace a man? (pages 8 – 9)

Questions 12 – 16

#### Question 16 exemplar answers

<p><b>3 marks</b></p>	<p><i>The field-minder is the one that goes trying to find out what's the matter while the others are all standing around doing nothing. He asks questions and gives orders. He even takes charge with the other Class 3 brain, asking him for more information, and saying 'we will speak to each other'. He is very logical, and he is the one who announces 'we have replaced man' showing he is more self-confident than the pen-propeller.</i></p>
<p><b>2 marks</b></p>	<p><i>In Section 4 the field-minder goes looking for the unlocker who hasn't opened the warehouse and he shows he is in charge by asking why the warehouse isn't open. Then in Section 5 he goes on to quiz the pen-propeller about why there have been no orders, so the writer is trying to show him taking control over the other machines.</i></p>
<p><b>1 mark</b></p>	<p><i>The field minder asks the unlocker why the warehouse isn't open and then at the end he says 'we have replaced man' showing he is taking over.</i></p>
<p><b>0 marks</b></p>	<p><i>The field minder is taking control because he is bigger than the other little machines.</i></p>

## Question 17 is about *Robots rule...* and *Who can replace a man?*

- 17.** How do the texts *Robots rule...* and *Who can replace a man?* explore people's relationship with machines?

**up to 3 marks**

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

Award marks according to the criteria, using the exemplar answers to confirm your judgements.

### Criteria for question 17

<b>3 marks</b>	Award <b>3 marks</b> for responses which explore the ways the texts explore people's relationship with machines, eg <i>In the first text humans seem very grateful to machines as they make life easier. The third text examines this from the machines' point of view and shows how machines exist only to serve humans. However, the possibility of an attack on humans by machines is explored in both texts.</i> Appropriate references are incorporated to support ideas.
<b>2 marks</b>	Award <b>2 marks</b> for responses which show some understanding of the ways the texts explore people's relationship with machines, eg <i>Humans and machines are seen to be working together in the first text, but the third text demonstrates how this can go wrong when the humans seem to have disappeared.</i> Some appropriate references are incorporated to support ideas.
<b>1 mark</b>	Award <b>1 mark</b> for a response which recognises some aspects of the ways either of the texts explore people's relationship with machines, eg <i>Text 1 and text 3 show how machines help humans to do their work in factories and on farmland.</i> One or two relevant references are included.
<b>0 marks</b>	Award 0 marks for a response which does not meet the criteria for 1 mark.

## Question 17 is about Robots rule... and Who can replace a man?

### Question 17 exemplar answers

<b>3 marks</b>	<i>Text 1 focuses on the positive aspects of our relationship with robots and how our relationship with them has evolved over time and continues to evolve, 'The ultimate challenge would be a hospital made up of robot doctors.' Whereas the final text goes beyond this to a time where robots seem to be under the complete control of humans and function only as 'machine labour'. Both texts touch on the idea of 'robotic-rebellion' as a genuine threat and the possible reason behind it in both texts is by the way humans 'mistreat' robots.</i>
<b>2 marks</b>	<i>Both texts explore people's relationships with robots by examining how each one needs the other to function well – humans need machines to do the jobs we don't want to do (text 1) and machines need humans to be told what to do (text 3). Both texts think about how robots could be a threat as they could decide to rebel against human orders.</i>
<b>1 mark</b>	<i>The web page explores people's relationship with machines by saying how much machines actually do. They do work we can't or don't want to do. The web page also shows how much humans rely on machines to help in hospital to keep them alive.</i>
<b>0 marks</b>	<i>People's relationship with machines can be strong because the machine helps people with their lives. For example, they can clean cars, which is a great advantage for a human.</i>

## Level threshold information

This section provides information about interpreting the scores from the Optional level 6 test in reading.

In order to make use of the information in this section, you should administer the tests according to the guidance given in the test administrators' guide. The guide can be downloaded from the NCA tools website at: [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark scheme. If not, the information derived from this section cannot be used reliably.

The table below gives an indication of the reading national curriculum level for pupils, based on their score in the test.

### Reading test (maximum mark 32)

Score	Outcome
0–12 marks	Level 6 not achieved
13–32 marks	Level 6 achieved

The table below gives an indication of the overall English level for pupils, based on their aggregated score in the reading and writing tests. In order to use this information, the total scores on the reading test and writing test should be added together. Please note that information on interpreting the performance of pupils in the writing test can be found in the mark scheme for the writing test.

### English (maximum mark 55)

Score	Outcome
0–26 marks	Level 6 not achieved
27–55 marks	Level 6 achieved

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Optional level 6 tests | Reading mark scheme