

# Examiners' Report

Summer 2013

PLSC English (JEH01/01)  
Year 6 Achievement Test

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## **General Comments**

The students were able to engage with both texts and the writing task. The text was pre-released and the hard work put in, by teachers and students, in advance of the test was obvious in the responses given.

When questions asked for the identification of a phrase from the text the majority of students provided the whole sentence. On some occasions the copying out of too much text negated the mark as there was no evidence to show the selection was precise enough for credit.

## Section A (Q1-29) Reading

Q1

This question was attempted by all students. Many identified 'because of the sad death of their father' or 'Lawrence persuaded his mother to buy a house in England'. For credit there had to be some recognition of the climate change.

Q2

Pupils working at P2 frequently selected option A.

Q3

The students frequently wrote out the entire sentence which included the phrase 'with World War 2 coming'. This was accepted for this question as were paraphrases of the required text.

Q4

Generally well answered.

Q5

Students working at P2 frequently selected option A.

Q6

Very few students were able to answer this question correctly.

Q7

Generally well answered with students working at P2 transposing the order of the middle two options.

Q8

A high number of students selected 'mission and vision' in place of the correct 'valuable legacy'. On some occasions both were included in a longer response and credit was given.

Q9

The most commonly selected response was 'D - to show that it is special'.

Q10

Pupils working at P2 frequently recognised the role of the wild life park in public awareness. The recognition of the role of the media was less frequent.

Q11/12/13/14

Well answered.

Q15

Very few students were able to gain any marks for this question. Responses tended to either concentrate on the vocabulary classification (he used lots of adjectives) and /or the role of punctuation. There was also some evidence of copying out sections of text with no reference to impact or authorial intent.

Students were required to link the criteria below to the writer's intended purpose in using it (eg the writer says he wrote 37 books which were translated into 31 languages to show that his books were very popular across the world).

- the use of numbers (7 television shows/ thirty seven books/ millions of copies/ 31 languages/ numerous)
- the geographical extent of his fame
- the continuation of his work after his death.

Q16

Students working at P3 were generally able to select 'smuggled'. Students at P2 focussed on the role of the matchbox (he hid them in a matchbox).

Q17

Generally well answered at P3. At P2 there was evidence of transposing the second and third options.

Q18

Well answered with some evidence that students working at P2 incorrectly selected either 'hoisted' or 'desperately'.

Q19

Many pupils identified 'barking' as the required evidence. However some identified 'fed under the table' or 'bit the maid'. These attributes could belong to many animals, not specifically dogs) and were not credited.

Q20

For many students this was answered correctly with a direct lift from the text.

Q21/22/23/24/25

Generally well answered by students working securely at P2.

Q26

Some students selected evidence which demonstrated the impact on the family of scorpions (they were put back on the wall) or on Roger (he went off to the hillside).

Q27

Students working at P2 tended to give generic responses (to find out what happens next). At P3 students were more able to link the answer to the text for credit (to find out what happened *on the hillside*)

Q28

Generally well answered but with some consistent wrong selection of option C.

Q29

Very few marks were awarded for this question. Many students referred to word classes or language techniques (metaphors, similes). For credit the students were required to recognise the writer's craft in building up the tension – the progression from the apparent innocence of Gerald in bringing

in the scorpions, with some hints that perhaps things may go wrong. Then the dramatic turn to chaos, including individual character's reactions. The use of understatement ('this did not help matters very much') and the final impact on individuals ('simmering with rage') all contribute to the overall interest.

The responses require the use of some specific strategies to link them to the development of tension and interest (e.g. "The writer begins by showing Gerald carefully placing the scorpions in a matchbox. The reader is interested to know what happens. It looks like things will go wrong when the writer says 'oblivious of my impending doom'").

## **Section B (Q30 – Q34) Grammar and Punctuation**

Q30

A high tariff question which reflected student's knowledge and understanding of word classes.

Q31

Very little evidence that students could correctly demarcate speech for credit.

Q32

Option 3 nearly always correct. Option 2 very rarely correct.

Q33

Many students simply underlined the word 'until'. The whole subordinate clause required underlining for credit.

Q34

Well answered but with some students negating the mark by also changing 'frightening' into 'frightened'.



## **Section C (Q35) Writing**

Q35

This writing prompt was generally very successful. A few students linked their response to Gerald Durrell but did this by reference and not by copying.

Some students misunderstood the word 'speech' and wrote a dialogue between two people.

Students chose a wide range of occupations. Generally grammar and syntax was appropriate and secure and was supported by the use of a range of punctuation. Paragraphing was less secure. Spelling was generally good and vocabulary both adventurous and appropriate.

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