

1. Wildtrack Magazine

1 Focus of questions: *retrieval*

On the Whale Trail Ocean Voices From the Editor Whales in Danger

1 mark

2 Focus of questions: *retrieval*

whales foxes earthworms oceans

1 mark

3 Focus of questions: *retrieval*

adults nature experts young people teachers

1 mark

4 Focus of question: identification of textual evidence

Award 1 mark for any one of the following phrases:

- *first ever (edition);*
- *brand new (magazine);*
- *a new way (of finding out more).*

Also accept: Wildtrack Magazine 1 / Edition 1.

1 mark

5 Focus of question: *inferring viewpoint / opinion*

- People are more interesting than animals.
- People are doing nothing to help whales.
- All wildlife is extraordinary and fascinating.
- Wildlife is only really interesting if you see it for yourself.

1 mark

6 Focus of question: *summarising content*

what will be in the next edition where you can see whales all about whale watching some facts about whales

Put *a ring* around your choice.

1 mark

7 Focus of question: *understanding of authorial intent / technique*

Award **1 mark** for each appropriate response. To be awarded **2 marks**, responses must be drawn from two different categories:

choice of vocabulary, eg:

- *he uses words like extraordinary / fascinating / surprising;*
- *he uses words which make it sound amazing;*

inclusion of facts which will interest the reader, eg:

- *the editor encourages you by putting in some facts;*
- *he gives you some fascinating and surprising information;*
- *it tells you about the rest of the text;*
- *by telling you that it's about an extraordinary creature;*

use of rhetorical device, eg:

- *he says things like 'did you know?' and after that I want to read on to see if I do know;*
- *he asks questions.*

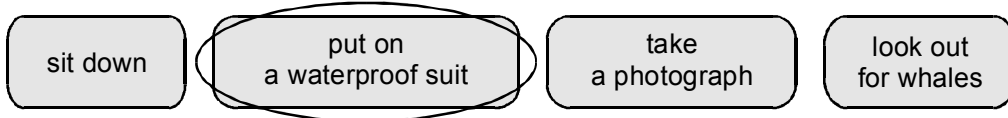
To merit marks, responses must identify authorial intent. This may be recognised by such phrases as the following: *it says '...'* / *it makes it seem...* / *to give the impression / suggest that...* / *he wants us to think that...* / *he includes...*

Do not accept direct quotations or paraphrases of the facts from the text with no explanation.

up to 2 marks

2. On the Whale Trail

1 Focus of question: *retrieval of detail*



1 mark

- 2 Focus of question: *identification of structure / sequence*
Award **1 mark** for two or three stages correctly numbered.
Award **2 marks** for all four stages correctly numbered.

- 5** goes back to the dock
- 3** sees one whale swimming
- 2** sets off on the journey
- 4** sees several whales leaping
- 1** prepares for the journey

up to 2 marks

- 3 Focus of question: *identification of textual evidence*
Award **1 mark** for any of the following:

- *I wasn't really sure what to expect;*
- *(intrepid) explorer;*
- *(journeying into) unfamiliar territory.*

Also accept responses expressed in the third person, eg:

- *she didn't know what to expect.*

1 mark

- 4 Focus of question: *understanding effect of language choices*

(a) *There was nothing to see for a few minutes*

Award 1 mark for references to building suspense or expectation, eg:

- *it makes you tense and expectant;*
- *it's a type of cliff hanger;*
- *it makes you want to carry on reading to find out what happens;*
- *it makes you feel it may not have been worth the trip and there might be nothing to see, but you know there will be.*

(b) *I was speechless*

Award 1 mark for responses which describe the effect of the author's choice of language on the reader, eg:

- *it shows you how amazing the experience must have been;*
- *it makes you think that it's beyond description;*
- *it makes you feel that you want to go there yourself and see exactly why;*
- *the description shows you how shocked she was.*

Do not accept explanations of the phrase, eg:

- *she was struck dumb with admiration.*

up to 2 marks

5 Focus of question: *understanding effect of language choices*

Award **1 mark** for general answers which refer only to the movement and / or bulk / size of the whale, eg:

- *it's big and moves fast;*
- *it swims up fast from the bottom of the sea, leaps into the air and then flips.*

Award **2 marks** for more developed answers which explain the link between launched / crashed and suddenness / bulk / power, eg:

- *it looked like a rocket taking off;*
- *because the whale made an explosion when it hit the water;*
- *because whales put all of their force into jumping out of the water.*

Also award **2 marks** for answers which refer to effect / authorial intent / aptness of word choice in evoking the whales' size or movement, eg:

- *these words make the whales sound big and strong;*
- *it makes it seem very dramatic and loud and 'crashed' is an onomatopoeic word;*
- *to tell the reader that the whale was heavy and its movements were violent;*
- *it makes you imagine that the whale was getting ready to show off and to jump as high as it could.*

Do not accept very general answers, eg:

- *it makes it seem exciting / interesting / dramatic;*
- *they are powerful verbs* (not specific to this text);

or answers which simply provide synonyms without explaining the vocabulary choice.

up to 2 marks

6 Focus of question: *complex inference (character)*

Award marks based on the identification and explanation of Lucy's feelings:

pleased at having seen whales / impressed by the whales;

reluctant to return to shore / hoping for another sight of the whales;

glad that the whales still had some secrets;

concerned, as though she had intruded.

Award **1 mark** for responses which explain one of Lucy's feelings, eg:

- *Lucy felt that she was an intruder in the whales' territory because the whales were so unaware of her presence;*
- *Lucy was feeling amazed she had seen the whales and was so glad she'd seen them;*
- *she felt very glad that they hadn't shared all their secrets.*

Also, award **1 mark** for answers which either simply identify more than one feeling or quote two or more appropriate sections of the text but without interpretation, eg:

- *she feels like an intruder, glad and satisfied;*
- *she felt like an intruder and she was reluctant to return to shore;*
- *I was increasingly glad we hadn't shared all their secrets, I felt like an intruder.*

Award **2 marks** for responses which explain at least two of Lucy's feelings, eg:

- *Lucy's feelings were glad and satisfied because she had seen a whale and because the whales still have a place of their own;*
- *she felt like she was an intruder in the whales' territory. When they approached land she was increasingly glad that she didn't share all the whales' secrets.*

Award **3 marks** for developed answers which explain at least two of Lucy's feelings and identify some ambivalence, eg:

- *first she felt guilty for disturbing the whales and bursting into their living area without being asked. Later when returning she felt they were so amazing, she did not want to go, but afterwards she felt sorry for the whales and was glad to know that we have not found out all their secrets so they have freedom;*
- *Lucy felt like a stranger on the whales' property, but was still anxious to see them. As she approached land she was pleased that she didn't know all the whales' secrets;*
- *she felt like an intruder as it was the whales' 'territory'; also glad that they hadn't shared all their secrets. She was relieved that life below the ocean wave remained their own but she was still glad she had seen them.*

up to 3 marks

3. The Blue Whale

1 Focus of question: *understanding of presentational features*

Award **1 mark** for answers which identify the paragraph's introductory purpose or its impact, eg:

- *to give you an idea of what the page is about;*
- *because it's the opening statement;*
- *to attract your attention;*
- *he wanted to make you read it.*

1 mark

(b) Award **1 mark** for undeveloped answers in which the comparison between the length of the whale and the bus is implicit, eg:

- *it shows you how long the whale is;*
- *it helps you to understand the size of the whale.*

Award **2 marks** for responses which recognise that the bus enables the reader to compare the size of the whale with something familiar, eg:

- *it shows you that the blue whale's longer than a bus;*
- *so you know how big it is against a bus.*

up to 2 marks

(c) Award **1 mark** for each appropriate response. To be awarded **2 marks**, responses must be drawn from two different categories:

as a guide to the content of the paragraph, eg:

- *they introduce the contents of that section;*
- *so you can find something easily;*

to structure the text, eg:

- *so the text is separated and doesn't get mixed up;*

to interest the reader in the content of the paragraph, eg:

- *to make you want to read the paragraph;*
- *to grab your attention with a catchy headline;*
- *to attract your attention to the information.*

Also, Award **1 mark** for answers which make a specific comment about each subheading, eg:

- *'Baby Blue' tells you that section is all about baby whales and 'Record Breakers' tells you that blue whales are the best at something.*

Do not accept undeveloped responses concerned with impact, eg:

- *to attract your attention / to catch your eye.*

2 Focus of question: *retrieval of information*

Award **1 mark** for each section completed correctly, up to a maximum of 3 marks.

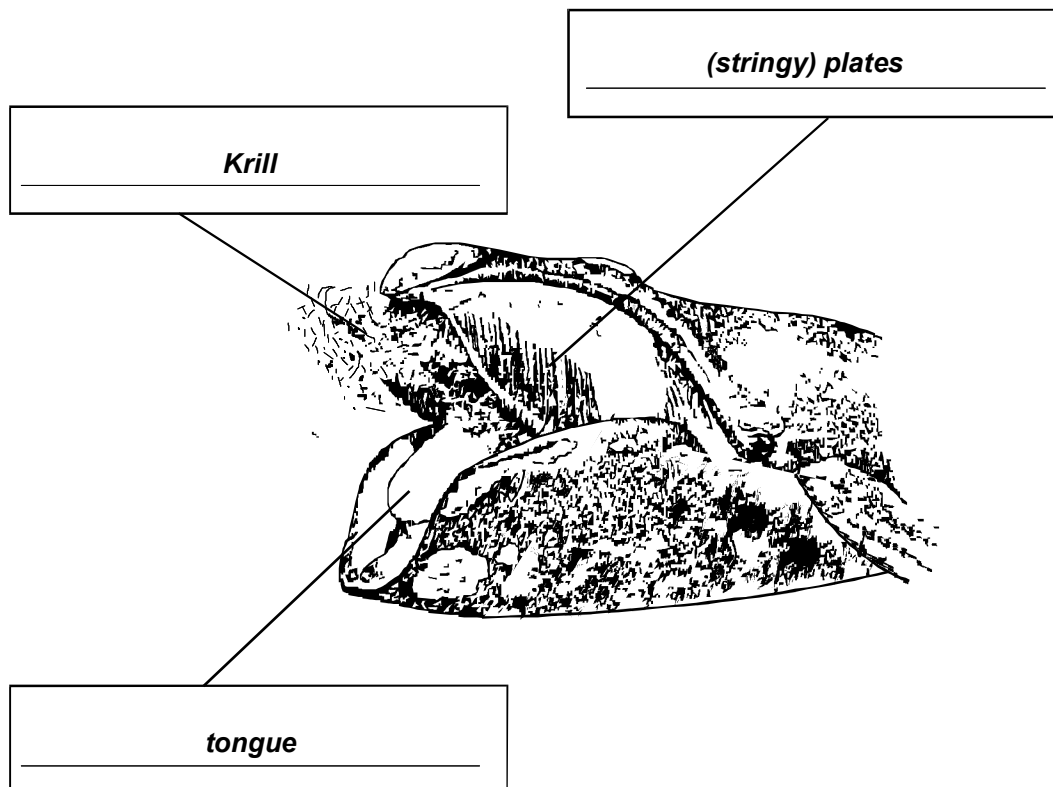
colour	<i>blue / grey</i>
length at birth	<i>(about) 7½m / metres (accept 7.5m)</i>
length as a teenager	<i>(about) 30m / metres</i>
usual life span	<i>35 – 40 years</i>
main food	<i>krill</i>

Do not accept answers to the first and second parts which do not include the unit of measurement.

up to 3 marks

3 Focus of question: *recasting information*

Award **1 mark** for each of the following labels correctly placed, up to a maximum of 3 marks.



up to 3 marks

- 4 (a) Focus of question: understanding effect of language choices
Award **1 mark** for responses which recognise the effect of language choices, eg:
- *it helps me because an aeroplane is loud but a whale makes a bigger noise;*
 - *by comparing it to something familiar;*
 - *because you know what an aeroplane sounds like;*
 - *it helps us to understand it because if it told us exactly how loud it was, we wouldn't be able to imagine it;*
 - *aeroplanes are loud, humans know that.*
- Do not accept:** it tells you how loud it is. **1 mark**
- (b) Find another comparison in the writing on pages 8 and 9.
Focus of question: *identification of textual evidence*
Award **1 mark** for any of the following comparisons:
- *bigger than any of the dinosaurs;*
 - *weighs more than 30 elephants;*
 - *like a giant sieve;*
 - *like a huge balloon;*
 - *krill look like shrimps;*
 - *whistle-like sounds;*
 - *about the size of a human finger.*
- Do not accept** reference to a bus (not in the writing), to an aeroplane or to the whales' song. **1 mark**

4. Whales in Danger

- 1 Focus of question: *simple inference*
Award **1 mark** for each appropriate response. To be awarded **2 marks**, responses must be drawn from two different categories:
- stop factory waste polluting seas and oceans, eg:
- *treat the ocean with respect;*
- stop hunting / catching them;
- avoid oil spills, eg:
- *don't let oil get into the water;*
- stop ships colliding with whales, eg:
- *keep a look out so that ships don't run into them;*

understand the needs of whales better, eg:

- *find ways of caring for them;*

take care with fishing nets / stop using such large nets, eg:

- *don't fish unless you are sure there are no whales about;*

stopping human activity near coastlines / stop people disturbing them, eg:

- *don't disturb them when they are feeding;*

monitor numbers of whales and identify dangers.

Do not accept very general answers, eg:

- *protect whales;*
- *stop killing whales;*
- *stop poisoning whales;*
- *don't use fishing nets.*

up to 2 marks

2 Focus of question: *interpretation of language / effect of language choices*

Award **1 mark** for explanations of the quotation but without reference to authorial intent, eg:

- *it means to look after the ocean;*
- *don't throw your rubbish in the ocean.*

Also award **1 mark** for responses which identify the persuasive effect of the language or the purpose but do not explain the quotation, eg:

- *to persuade you to do it;*
- *by making the sea sound like a person he makes people take notice;*
- *it's the author's way of saying the sea is very important;*
- *he wanted to get his message over;*
- *he cares for whales and doesn't want whales to be harmed.*

Award **2 marks** for responses which explain the quotation and identify the persuasive nature of the authorial intent, eg:

- *to persuade you to care for the ocean;*
- *it means take care of the ocean and also the whales which depend on it. He thinks that we can make a difference in how we treat the oceans;*
- *he chose them because he wants people to stop destroying the ocean;*
- *it means stop polluting the sea. I think he did this to send a message to people;*
- *don't throw rubbish. He used the words for effect – sounds like a living thing – makes you take more notice.*

Do not accept: *treat the ocean like you treat yourself / your friends.*

up to 2 marks

3 Focus of question: *understanding of presentational features*

(a) Why has some of the information about whales been presented as a table?

1 mark

Award 1 mark for responses which refer to clarity or economy, eg:

- *to give information quickly / economically / clearly;*
- *so that it's easy to read and understand the threats;*
- *so you know exactly which whale they're talking about;*
- *it saves writing lots of sentences;*
- *to classify the information.*

Do not accept: because that is the most important part / to give you information.

(b) Why have these words been stamped across the pictures?

Give **two** reasons.

Award **1 mark** for references to information or classification, eg:

- *to show which whales are endangered and which are vulnerable;*
- *to show whether or not they are in danger.*

Award **1 mark** for references to impact, eg:

- *to shock you;*
- *to make it look serious;*
- *to show that the whales will be stamped out;*
- *to make it look as if it's a crime to harm whales;*
- *so when you look at the pictures you'll see the words.*

Do not accept undeveloped references to impact, eg:

- *the big words make them stand out more;*
- *to grab your attention.*

up to 2 marks

5. Dear Humans

Focus of question: *retrieval*

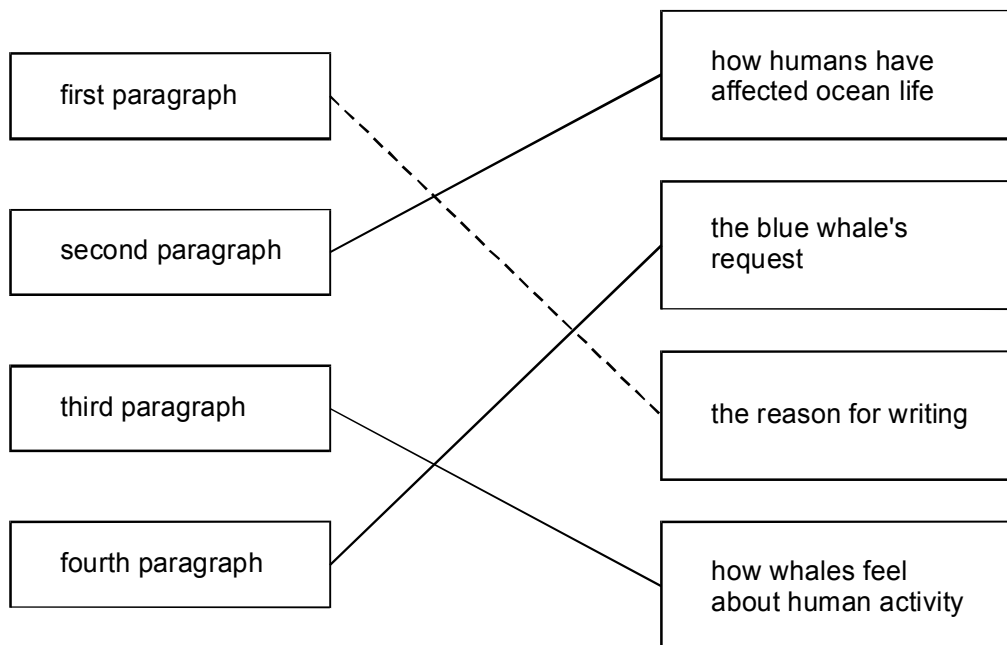
- *to ask for peace.*

1 mark

2 Focus of question: *overview of main ideas / structure*

Award **1 mark** for two pairs correctly matched.

Award **2 marks** for all three pairs correctly matched.



up to 2 marks

3 (a) Focus of question: *simple inference*

Award **1 mark** for references to calm, peaceful, beautiful, etc.

Do not accept references to a clean sea or quotation of the last two sentences of the first paragraph without interpretation.

1 mark

(b) Focus of question: *complex inference (recognising contrasts)*

Award marks on the basis of the identification of the contrast between the images created in the two paragraphs.

Main contrasts: peaceful / angry
gentle / rough
sea plants / poisoned wildlife
(clean water) / dirty
smelly water.

Award **1 mark** for references to the content of the second paragraph, eg:

- *the sea is raging and dangerous and a smelly awful place;*
- *it's telling you what's happening in the sea now;*
- *it's the opposite of the first paragraph;*
- *it tells us how we change it;*
- *it's accusing humans of making the sea how it is.*

Award **2 marks** for explanations of the contrast between the two paragraphs, eg:

- *it turns into a horrid and angry sea;*
- *it's different because it now says it is a horrible and dirty place;*
- *in the first paragraph it's telling you how it should be and in the second it's telling you how it is.*

Do not accept direct quotation without any interpretation or very general answers, eg:

- *it says what humans have done.*

up to 2 marks

4 Focus of question: *understanding of authorial technique; personal response*

An evaluation of the effectiveness of the two texts may include one or more of the following features:

Whales in Danger: variety of facts / less emotive account / seeks to inform reader / suggests what the reader can do to help.

Dear Humans: personal opinion / accusatory and provocative / unbalanced / seeks to persuade reader / makes a direct appeal to the reader.

Award **1 mark** for responses which make one appropriate point and refer to one text only, eg:

- *Dear Humans makes us feel guilty and I think it might make us pay more respect to other creatures.*

Award **2 marks** for responses which include one contrasting feature and refer, implicitly or explicitly, to both texts, eg:

- *on pages 10 and 11 you find out about whales and that makes you want to care for them but in the letter you just get told what the writer thinks;*
- *I think Dear Humans is more effective because it makes you feel sorry for the whales rather than just give facts that some people might not understand.*

Award **3 marks** for responses which refer to two or more contrasting features and include appropriate reference to both texts, eg:

- *I think that Dear Humans is more effective because in each paragraph it gets deeper into description than Whales in Danger. It makes me feel more sympathy for whales. In Whales in Danger it talks about one thing but in the letter it talks about lots of things;*
- *Whales in Danger gives you the facts and leaves you to make up your own mind but the letter tries to persuade you by only giving the whale's point of view. You don't actually get much information in the letter but you find out quite a lot about whales in Whales in Danger and that makes you care even more about them;*
- *Dear Humans makes you feel what it's like to be threatened in this way. She makes it clear who is to blame and that something should be done. When you read Whales in Danger you don't really get involved, you just read the facts.*

up to 3 marks

6. Whole booklet

Focus of question: *understanding of authorial technique; personal response*

Award **1 mark** for answers which make a general reference to the functioning of the editorial comment, eg:

- [yes] *you know what the Editor thinks;*
- *it helps you to read it more easily;*
- [yes] *it gives you some background details;*
- *no because reading someone else's views can be boring.*

Award 2 marks for answers which make at least one relevant point about the functioning of the editorial comment and support this with reference to the text or which make at least two relevant points but do not include textual reference, eg:

- *I think it's a good idea because it tells you what is happening. It helps me understand better what is going on. My opinion is that it is a bad idea because I want to get to the next bit but have to read them as well;*
- *it explains what the section is about fully. It gives the editor's feelings about the information and it introduces the people who wrote the next section;*
- *yes because it guides the reader through the magazine and helps you to understand the different types of writing. For example, you wouldn't know that the letter was written by a girl pretending to be a whale and you might get confused about it;*
- *no because it tells you what to think too much and doesn't let you work things out for yourself. It's irritating to have the editor there telling you what you're going to read. There's no need to say that page 10 is going to be about whales in danger – you can find that out by reading the article;*
- *it makes you think about his point of view and you want to answer the question he asks at the end.*

Do not accept responses which suggest that the function of the editorial comment is to provide further information, or references to introducing the texts / telling you what they are about (provided in the question).

up to 2 marks