

Grey A Test 1 Marking Guidance: What a Stunt!

Recommended for: Year 4 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	The text says says, 'Millions of people visit Niagara Falls every year.'	1	Because the word 'popular' is in the question, some pupils may expect to see it in the text. They may give answer: because the Falls are in America.	Look at the first sentence. How many people visit Niagara Falls every year?
2	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	53 metres	1	Confusing the volume of water falling every second (5800 cubic metres) with the height of the Falls	Make sure you look at the distance the water falls and not the amount of water that falls.
3	Literal Comprehension: Accuracy Grey A	Make a good estimate of meaning of an unfamiliar word in context.	Rough	1	Cold; calm; deep	Think about the whole context and that the water is at the foot of an enormous waterfall.
4	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	With his hands and feet tied together; riding a bicycle	1	Pupils may muddle information about Blondin with information about William Hunt. Two boxes must be ticked.	The first three paragraphs are each about a different stunt artist. Make sure you are reading about Blondin.

5	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction.	Accept a range of answers, e.g. He wanted to out-do Blondin; He wanted to perform a stunt more exciting / impressive than Blondin.	1	Some children may mistakenly think that this question requires a personal response, e.g. He was very brave.	Look carefully at the second sentence of the paragraph about William Hunt. What does 'out-do' mean?
6	Literal Comprehension: Literal Comprehension Grey A	With support, identify main ideas drawn from more than one paragraph.	The daredevil school teacher	1	The Great Blondin; The amazing Niagara Falls; Washing on a tightrope	Re-read the paragraph about Taylor. Which heading best fits the information there?
7	Language for Effect: Literary Language Grey A	Discuss words that capture the reader's interest and imagination.	Accept answers that show an understanding that the barrel moved very fast, like a bullet from a gun.	2	Some pupils may not understand that the word 'shot' implies great force and speed, like a bullet being shot from a gun.	Why did the author choose 'shot' rather than 'fell'? What does this tell you about the way the barrel fell?
8	Literal Comprehension: Literal Comprehension Grey A	Identify main ideas drawn from more than one paragraph.	A rubber ball; a barrel	1	Both containers must be given.	Look through the whole text, from the beginning.

9	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions.	Accept any answer that conveys one of the following: It was too scary / dangerous She thought she was going to die She didn't want anyone else taking the risk she had taken	1	Some pupils may confuse 'ought' with 'can' and assume she means that the barrel is broken.	Consider how Taylor felt when she got out and what advice she might give to others.
10	Language for Effect: Literary Language Grey A	Discuss words that capture the reader's interest and imagination.	Risky	1	Answers that do not describe the stunts, e.g. 'died' (shows the stunts were dangerous, but doesn't describe them) or 'amazing' (describes the Niagara Falls, not the stunts)	Remember to read questions carefully. Re-read the final paragraph. What one word is used to describe the actual stunts?
11	Literal Comprehension: Information Retrieval Grey A	Retrieve and record information from non-fiction	The stunts are dangerous to the people who do them. They are dangerous to the people who have to rescue them.	2	The two reasons are in one sentence and some pupils may not identify two clear reasons. The fact that the noun 'stunts' is not repeated may muddle some readers.	Look at the text again. What do you think the rules are there to prevent?

12	Responding to the Text: Personal Response and Evaluation of the Text Grey A	Giving a personal response to questions.	Any answer that argues for one side of the argument, e.g. Yes, because rescuers could get hurt / it's too dangerous. No, because people should be able to take risks if they want.	2	Answers that contradict or answer for both sides of the argument, e.g. Yes, because rescuers get hurt but no because people should be able to take risks.	Start your answer Yes or No and explain why. Consider the reasons for or against these sorts of stunts and decide how you feel about it. Only argue for one point of view.
		Total:			15	