

**En**

KEY STAGE

**2**

LEVELS

**3–5**

English tests

## **Mark scheme**

Reading

**2012**

National curriculum assessments

© Crown copyright 2012

STA/12/5687

ISBN 978-1-4459-5319-9

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at [www.education.gov.uk/publications](http://www.education.gov.uk/publications).

# Contents

|                  |   |
|------------------|---|
| Introduction     | 3 |
| The reading test | 4 |



# Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2012. STA is an executive agency of the Department for Education (DfE).

As in previous years, external markers will mark the reading test papers. The markers will follow the mark scheme in this booklet, which is provided here to inform teachers.

This booklet includes the mark scheme for the assessment of reading. For ease of reference, the test questions have been reproduced. Level threshold tables will be published on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2), on 10 July 2012.

The reading test contains 50 marks.

The mark schemes were devised after trialling the tests with pupils and contain examples of some frequently occurring correct answers given in the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty however, markers should exercise professional judgement based on the training they have received.

The assessment focuses for reading provide information about the particular processes or skills the pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark scheme as well as the way in which it will be used by external markers. The assessment focuses are drawn from the National Curriculum.

The 2012 Key Stage 2 English tests and mark schemes were produced by the Key Stage 2 English team at the National Foundation for Educational Research (NFER) on behalf of STA.

# The reading test

The range of marks available for each question 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 a 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 up to **3 marks** may be awarded.
- ***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 the trials. 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 marks

relevant points (responses must refer to different points to gain 2 marks)

examples of responses produced in the trials and awarded 2 marks

examples of responses produced in the trials and awarded 1 mark

responses which may occur quite frequently but do not merit any marks

3. What were the *plague orders* and how did they help to prevent the spread of the disease?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- red cross / visible designation of infected houses / warning
- prohibition of movement (in or out of the house)
- reduction in contact between people / infection / contamination.

Examples of 2 mark answers:

- *when people saw the red cross, they knew they shouldn't go in there* [red cross + prohibition of movement]
- *when people caught the disease they were to be locked up in their houses. This helped because nobody could be near them to catch the plague.* [prohibition of movement + reduction in contact]

Examples of 1 mark answers:

- *they locked up the infected people* [prohibition of movement]
- *a large red cross was nailed to the door to warn others that the inhabitant was infected by the plague.* [red cross]

**Do not accept:**

- *plague orders / they were put on houses.*

The following table identifies the questions (with marks available) that address each assessment focus (AF):

| Focus   | AF2   | AF3   | AF4   | AF5   | AF6   | AF7   |
|---|---|---|---|---|---|---|
|   | <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i> | <i>Deduce, infer or interpret information, events or ideas from texts</i> | <i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i> | <i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i> | <i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i> | <i>Relate texts to their social, cultural and historical contexts and literary traditions</i> |
| <b>Section 1: The Great Plague, 1664–1666</b>     |   |   |   |   |   |   |
| Q1  | 1   |   |   |   |   |   |
| Q2  | 1   |   |   |   |   |   |
| Q3  |   | 2   |   |   |   |   |
| Q4  | 1   |   |   |   |   |   |
| Q5  |   |   | 1   |   |   |   |
| Q6  |   | 2   |   |   |   |   |
| Q7  |   |   |   |   | 1   |   |
| Q8  |   |   |   | 1   |   |   |
| <b>Section 2: At the Sign of the Sugared Plum</b> |   |   |   |   |   |   |
| Q9  | 1   |   |   |   |   |   |
| Q10   | 1   |   |   |   |   |   |
| Q11   |   | 1   |   |   |   |   |
| Q12   | 1   |   |   |   |   |   |
| Q13   | 1   |   |   |   |   |   |
| Q14   |   | 1   |   |   |   |   |
| Q15   |   | 1   |   |   |   |   |
| Q16   |   | 2   |   |   |   |   |
| Q17   |   |   | 1   |   |   |   |
| Q18a  |   |   |   | 1   |   |   |
| Q18b  |   |   |   |   |   | 1   |
| Q19   |   | 3   |   |   |   |   |
| Q20   |   | 1   |   |   |   |   |
| Q21a  |   | 1   |   |   |   |   |
| Q21b  |   | 1   |   |   |   |   |
| Q22   |   | 3   |   |   |   |   |
| Q23   |   |   |   |   | 1   |   |
| <b>Section 3: Plague Remedies</b>                 |   |   |   |   |   |   |
| Q24   | 2   |   |   |   |   |   |
| Q25   |   |   |   |   | 1   |   |
| Q26   |   | 2   |   |   |   |   |
| Q27   |   | 1   |   |   |   |   |
| <b>Section 4: Ring-a-ring o' roses</b>            |   |   |   |   |   |   |
| Q28   | 1   |   |   |   |   |   |
| Q29   |   |   | 1   |   |   |   |
| Q30   |   |   |   | 1   |   |   |
| <b>Section 5: The whole booklet</b>               |   |   |   |   |   |   |
| Q31a  |   | 1   |   |   |   |   |
| Q31b  |   | 1   |   |   |   |   |
| Q32   |   |   |   | 2   |   |   |
| Q33a  |   | 1   |   |   |   |   |
| Q33b  | 1   |   |   |   |   |   |
| Q33c  |   | 1   |   |   |   |   |
| Q34   |   | 2   |   |   |   |   |
| <b>Total</b>                                      | <b>11</b>   | <b>27</b>   | <b>3</b>  | <b>5</b>  | <b>3</b>  | <b>1</b>  |

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly separately assessed at key stage 2. Not all focuses will be appropriate to, or appear in, any one test at any given level.



**BLANK PAGE**

## Section 1: The Great Plague, 1664–1666

Page 4

1. Which was the worst year of the plague?

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:

- 1665

Do not accept transposed digits, eg:

- 1656 / 1566

2. Look at the paragraph beginning: *The plague was terrifying because ...*

According to this paragraph, the plague caused which **two** of the following?

Tick **two**.

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 if both correct answers are ticked.

itching

vomiting

swellings

fever

fainting

3. What were the *plague orders* **and** how did they help to prevent the spread of the disease?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- red cross / visible designation of infected houses / warning
- prohibition of movement (in or out of the house)
- reduction in contact between people / infection / contamination.

Examples of 2 mark answers:

- *when people saw the red cross, they knew they shouldn't go in there* [red cross + prohibition of movement]
- *when people caught the disease they were to be locked up in their houses. This helped because nobody could be near them to catch the plague.* [prohibition of movement + reduction in contact]

Examples of 1 mark answers:

- *they locked up the infected people* [prohibition of movement]
- *a large red cross was nailed to the door to warn others that the inhabitant was infected by the plague.* [red cross]

**Do not accept:**

- *plague orders / they were put on houses.*

4. Which of these do we **now** know caused the plague?

Tick **one**.

**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** if the correct answer is ticked.

farm animals

poisonous air

bacteria

a heat wave

5. Look at the diagram on page 4.

Why is this an effective way of explaining the spread of the plague?

**1 mark**

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

Award **1 mark** for a valid point taken from one of the categories below:

- order / chronology / stages of events, eg:
  - *this is good because it is like a life cycle of plague*
  - *it is a very effective way of explaining it because it goes through all of the stages that happen for a person to get the plague*
  - *to show the chain of events*
  - *it tells you how it started, where it went next and how it went on*
- easier to understand / clearer through pictures than written text (contrast between diagram and text must be stated), eg:
  - *by showing a visual diagram it is clearer for people who don't like reading*
- summary, eg:
  - *it summarises a lot of information*
  - *it shows you everything you need to know in one picture.*

**Do not accept** answers that summarise the information conveyed in the diagram, **without** referring to its function as a diagram, eg:

- *it tells you how it spread and what caused it*
- *it shows the rats were bitten by fleas who then picked up the bacteria and then bit the humans, so the humans got the plague.*

**Do not accept** very general answers, eg:

- *it's easier because it's a picture*
- *it has pictures to help you understand.*

6. What did the Mayor of London do **and** how did it make the situation worse?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **2 marks** for references to the Mayor's order to destroy cats and dogs / domestic animals **and** an explanation of how the measures taken made the situation worse (this may be implied), eg:

- *they destroyed all cats and dogs and then they couldn't chase the rats away that were carrying the disease*
- *he blamed cats and dogs and ordered them to be destroyed but the rat numbers increased*
- *the Mayor of London destroyed all the cats and dogs in London. This made the situation worse because the rat numbers increased without their predators.*

Award **1 mark** for references **either** to the Mayor's order to destroy cats and dogs / domestic animals **or** an explanation of how the measures taken made the situation worse, eg:

- *they killed all cats and dogs*
- *rat numbers increased*
- *cats and dogs couldn't chase the rats away that were carrying the disease.*

**Do not accept** reference to the plague spreading further unless accompanied by an explanation, eg:

- *the plague got worse / spread even more.*

**BLANK PAGE**

7. Samuel Pepys wrote his diary at the time of the plague.  
Why do you think it is included in an information text?

**1 mark**

Assessment focus 6: *identify and comments on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for a valid point taken from one of the categories below:

- creating empathy / providing additional detail about people's lives, eg:
  - *to explain what it felt like during the plague*
  - *to know what it was like living there at the time of the great plague*
  - *it was included because it described what it was like to see and smell the plague and to see the red crosses on people's doors*
- adding authenticity / to give the viewpoint of someone who was there at the time, eg:
  - *he was actually there*
  - *it's from that time, so they didn't make it up*
  - *he was an eyewitness*
  - *it gives you more information from a living person at that time.*

**Do not accept** answers which refer to features that could apply to other text types, eg:

- *it tells you what it was like at the time of the plague*
- *to tell you what happened then.*

**Do not accept** restatement of the question without development, eg:

- *because Samuel Pepys lived in the time of the plague.*



8. Pepys wrote in the English of his time. Draw a line to show how the words from Pepys' diary would be written today.

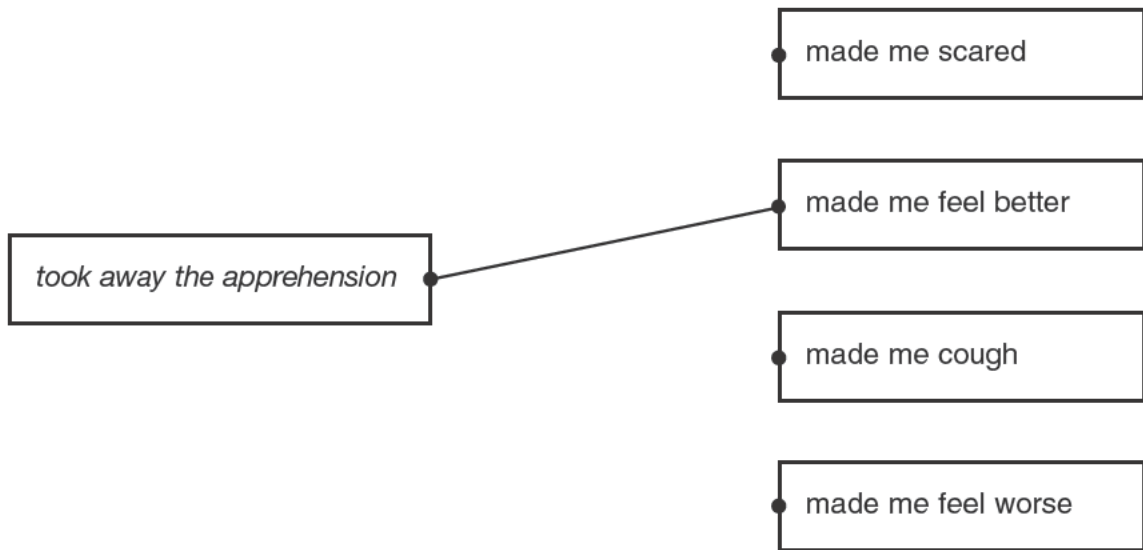
1 mark

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:

**Pepys' diary**

**Today**



## Section 2: At the Sign of the Sugared Plum

Page 7

### Questions 9, 10, 12 and 13

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

### Questions 11, 14 and 15

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for each correct choice.

This story is about a girl called Hannah who has arrived in London from the country. At first, she wandered through the streets to a

9.  market.  farm.  shop.  fair.

There, Hannah saw people selling

10.  firewood.  fish.  roots and herbs.  flowers and plants.

She was fascinated by the

11.  goods for sale.  unusual street names.  bad smells.  back streets.

She watched for a while and moved on. Her walk then took her

12. through a  park  churchyard  garden  station

where she saw some children

13.  singing.  playing.  hiding.  arguing.

*continued ...*

Finally, Hannah arrived at her sister's shop. It was called the 'Sugared Plum' and it probably sold

14.  sweets.  meat.  books.  shoes.

When Hannah arrived, Sarah was

15.  writing a letter.  ironing her apron.  spreading out straw.  preparing food.

16. Look at page 6.  
Why was Hannah in a hurry?  
Give **two** reasons.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- getting dark
- didn't know her way around well / could get lost
- danger
- wants to see sister / anticipation of her sister's happiness / excitement about seeing her sister
- hunger / wants to see what sister has for supper.

**Do not accept** references to needing to escape the plague, eg:

- *to get away from the plague.*

**Do not accept** references to her feeling scared with no development, eg:

- *because she was scared.*

17. Look at the paragraph about the funeral game at the top of page 7.  
Why are the words 'dead' and 'body' written in inverted commas?

**1 mark**

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

Award **1 mark** for recognition that the words are not to be taken literally, eg:

- *the children were pretending*
- *they were not dead and there was no body*
- *the person who was 'dead' was not really dead.*

**Do not accept** general answers, eg:

- *to make the word stand out*
- *because they are important words*
- *someone was saying these words.*

**Do not accept** references to sarcasm, eg:

- *because it's sarcastic.*

**18a.** What did the author mean when she described Sarah as:  
*looking very cool?* (page 7)

**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 appropriate interpretations of 'cool', referring to temperature, composure / poise, eg:

- *it meant she looked not too hot*
- *she looked like she was cold*
- *she was looking calm.*

**18b.** Explain how modern readers might misunderstand that description.

**1 mark**

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

Award **1 mark** for current colloquial interpretations of 'cool', referring to fashion / attractiveness / manner, eg:

- *that she looked fashionable / smart / great*
- *there is a different meaning of cool now – young and hip*
- *because in these days cool means for example 'your new clothes look cool man!'*
- *very much like a gangster and very laid back.*

**Do not accept** answers in which 'cool' is used in the definition without additional explanation, eg:

- *she was the coolest person in London*
- *it means cool as in slang.*

19. When Hannah arrived, there was a misunderstanding between her and Sarah.

Explain fully the different reasons why **both** Hannah and Sarah were upset.

*up to 3 marks*

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Acceptable points:

**Hannah**

- upset at apparent change of plan / doesn't want to go back home
- upset at lack of welcome
- dashing of hopes and excitement / not being able to stay
- fear she has displeased her sister
- upset that her sister has forgotten about her coming.

**Sarah**

- upset to see sister after she had told her not to come
- annoyance at letter going astray / message not getting through
- fear of (Hannah's) exposure to plague / the plague getting closer.

Award **3 marks** for accounting for the feelings of **both** sisters by reference to **three** of the acceptable points, eg:

- *Sarah didn't want Hannah to come in case she got infected by the plague. Hannah didn't get Sarah's 2nd letter telling her not to come and Hannah really wanted to stay and help out and she thought she's upset Sarah somehow [fear of exposure to plague + letter going astray + dashing of hopes + displeased her sister]*
- *Hannah had wanted to see her sister Sarah and got a letter from Sarah saying she could go, but Hannah didn't get the letter after saying she couldn't go. Therefore Hannah was upset that she could not stay because of the Plague and Sarah was upset because she didn't want Hannah to get the plague [letter going astray + change of plan + fear of exposure to plague]*
- *Sarah was upset because she wrote to Hannah and she never got the message about the plague. Hannah was upset because she thought she had to go back home to the countryside after being excited to go and help Sarah. [letter going astray + change of plan + dashing of hopes]*

*continued ...*

Award **2 marks** for identifying **one** acceptable point relating to the reaction of **each** sister, eg:

- *Sarah didn't want Hannah to have come during the plague. However, Hannah didn't want to have to go home again when she had just come all this way, just to turn around and go back home* [fear of exposure to plague + change of plan]
- *Hannah was upset because she thought she had not forgiven her for something and Sarah was upset because Hannah had come and could have been infected* [displeased her sister + fear of exposure to plague]
- *Hannah was upset because she thought that Sarah didn't want her there. Sarah was upset because she thought Hannah might catch the plague.* [upset at lack of welcome + fear of exposure to plague]

Award **1 mark** for identifying acceptable points relating to the reactions of **one** of the sisters, eg:

- *because Sarah didn't want Hannah to catch the disease what everyone was catching* [fear of exposure to plague]
- *because Sarah said that she sent Hannah a letter saying not to come but Hannah didn't get it* [letter going astray]
- *Hannah was upset because she didn't want to go back where she came from.* [change of plan]

**Do not penalise** confusion of the sisters' names, provided it is clear that correct emotions and motives have been attributed.

**Do not accept** undeveloped reference to the plague, eg:

- *Sarah was upset about the plague.*

**20.** When Sarah told Hannah that the plague had broken out in London (page 8), Hannah *breathed a sigh of relief*. Why?

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Acceptable points:

- Hannah's initial perception that Sarah harboured bad feelings (this may be implied)
- her realisation that there are no bad feelings (this may be implied)
- her lack of appreciation of the seriousness of the plague.

Award **1 mark** for reference to any of the acceptable points, eg:

- *because she'd thought that her sister didn't want her there*
- *because her sister did want to see her*
- *she didn't realise what a dangerous thing the plague was.*

21. Look at page 8.

How can you tell that Sarah was scared of the plague from how she spoke and what she did?

a. how she spoke

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to hesitation in speech / stuttering / stammering / whispering, eg:

- *she paused between and repeated 'about'*
- *because she didn't finish her sentences*
- *she whispered*
- *she mumbled.*

Also award **1 mark** for direct quotation:

- "About ... about (the plague," she said).

Also award **1 mark** for synthesising / reinterpreting her mode of speech, eg:

- *she spoke anxiously*
- *she spoke as if she had seen a ghost.*

b. what she did

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to looking around and/or shuddering, eg:

- *she looked around and shuddered slightly*
- *she behaved as if it were right behind her.*

Also award **1 mark** for references to Sarah telling Hannah not to stay in London, eg:

- *kept trying to send Hannah back*
- *she told Hannah to leave quickly*
- *she tried to convince her sister to go home.*



**BLANK PAGE**

22. The inside of Sarah's shop was very different from the market described at the beginning of the story.

Explain fully the differences between the shop and the market.

Think about:

- what was happening in each place
- the atmosphere
- the words used by the writer.

**up to 3 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Acceptable points:

- noise : quietness
- activity / crowds : serenity
- dirt : cleanliness
- bad smell : pleasant smell
- threat : safety
- unpleasant / unrefined / rough : comfortable / luxurious / refined.

Award **3 marks** for a contrast (may be implicit) between the two places which provides a full picture of what the two places were like. Responses should cover three of the acceptable points **or** at least two of the acceptable points together with development, eg:

- *the market was crowded and noisy but Sarah's shop was clean and quiet. It says that the people were jostling and there were 'shrill cries'. Sarah's shop was described as 'pleasant'* [noise / quiet + development + activity / serenity]
- *the market was loud and bustling but the shop was quiet and empty. There was rubbish in the streets in the market. Your throat wouldn't get cut in the shop* [noise / quiet + activity / serenity + threat (implied comparison)]
- *in the market place it was very dirty, very smelly and very crowded whereas in Sarah's shop it was clean, smelt of spices and sugar and not crowded.* [dirt / cleanliness + smell + activity / serenity]

*continued ...*

Award **2 marks** for a contrast (may be implicit) between the two places that touches on two of the acceptable points **or** develops a single aspect of the contrast, eg:

- *after being outside, Sarah's shop was clean and quiet and nice smelling with 'floor thick with straw and herbs'* [smell + development (implied comparison)]
- *the market had busy crowds and loud noises but the shop was calm with no one inside.* [activity / serenity + noise / quietness]

Award **1 mark** for a simple contrast between the two places, eg:

- *Sarah's shop was nice and clean, but the market was a rough place* [rough / refined]
- *the shop had no one there so it was peaceful but in the market it was not peaceful.* [noise / quietness]

**Do not accept** answers which describe **only** the shop **or** the market, eg:

- *it didn't smell that bad. It was quiet.*

23. The text ends with these two lines:

*"Everything is going to be perfectly fine."*

*Or so it seemed.*

What does the last line suggest about what was going to happen?

**1 mark**

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 recognition that the rest of the story is not 'going to be fine' or that something bad was going to happen, eg:

- *it's a clue that it's going to go all wrong for them*
- *it tells you that they might get the plague*
- *Hannah and/or Sarah are going to die.*

**Do not accept** ambivalent answers, eg:

- *something bad or good could happen*
- *there was going to be a twist in the story.*

## Section 3: Plague Remedies

Page 11

24. Some of the remedies were thought to **cure** people of the plague, while others were thought to **prevent** people getting the plague.

Put ticks in the table below to show which remedies were thought to cure and which were thought to prevent the disease.

*up to 2 marks*

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

Award **2 marks** for all four rows completed correctly.

Award **1 mark** for three rows completed correctly.

|                   | cure | prevent |
|-------------------|------|---------|
| flowers and herbs |      | ✓       |
| wine              | ✓    |         |
| bathing in milk   | ✓    |         |
| eating toads      | ✓    |         |

25. The text tells us:

... *even tobacco was highly valued as a medicine.*

Why is this surprising to us today?

Tick **one**.

**1 mark**

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** if the correct answer is ticked.

because tobacco is not  
smoked today

it is a surprise because tobacco  
had not been discovered in 1665

because we now know that tobacco  
is actually bad for health

it is a surprise that tobacco  
cured everyone of the plague

26. People who treated plague victims were sometimes feared. Why?

Give **two** reasons.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- the cane, eg:
  - *they had a cane / they pushed people*
- the clothes / appearance, eg:
  - *because of what they wear*
  - *the mask / you couldn't see their faces*
  - *the red eyepieces*
  - *they looked frightening*
- the horrible remedies, eg:
  - *they made you eat toads*
- association with the plague, eg:
  - *they might be infectious*
  - *they could spread the disease around.*

**Also accept** answers in which it is not clear who might catch the plague, eg:

- *they might catch the plague / they might get it / they didn't want to catch it.*

**Do not accept** answers which are closely based on the question, eg:

- *they were frightening.*

27. Think about what we **now** know about how the plague spread.  
How did the long overcoat really give protection?

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to the prevention of flea bites, eg:

- *would have stopped the fleas biting through it*
- *stopped the fleas from getting to his skin*
- *stopped people getting bitten.*

Also award **1 mark** for direct quotation:

- *helped to stop the real cause, flea bites.*

## Section 4: Ring-a-ring o' roses

Page 13

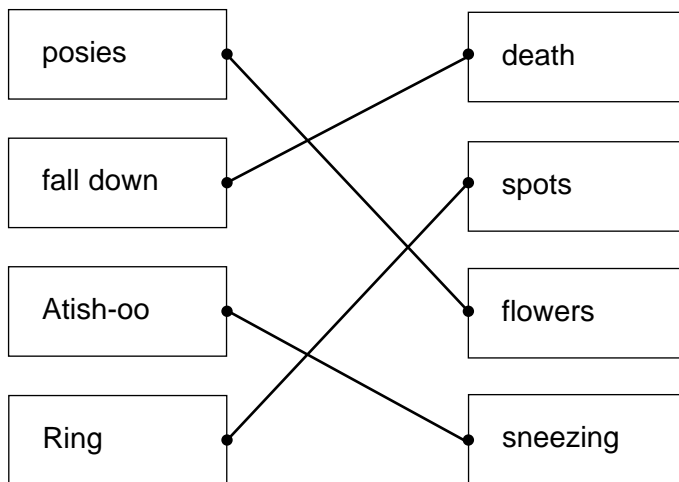
28. Each line in the rhyme was once thought to refer to a different aspect of the plague.

Draw lines to show what each word refers to.

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 all four matched correctly.





29. Look at the text below the rhyme on page 10.

Why are certain words written in italics, for example:

*We all fall down?*

**1 mark**

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

Award **1 mark** for reference to either of the following points:

- these words are quotations from the rhyme, eg:
  - *because those are words from the rhyme*
  - *it's the line they are describing*
  - *it is part of the rhyme*
- these words are the subject of the explanation, eg:
  - *because those are the words being explained / written about.*

**Do not accept** explanations that these words are headings / subheadings, eg:

- *because they are like headings.*

**Do not accept** general answers, eg:

- *to make it stand out.*

30. This is the first paragraph after the rhyme.

This rhyme is sometimes sung in the playground. It is a game where young children dance around in a ring, singing the rhyme and deliberately falling down on the ground at the last line. The rhyme is thought by some to be about the Great Plague.

**Underline** a phrase that shows that the link between the rhyme and the plague is uncertain.

**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:

- (the rhyme is) thought (by some).

Also award **1 mark** for underlining the complete sentence.

- The rhyme is thought by some to be about the Great Plague.

## Section 5: The whole booklet

Page 14

31. Hannah thought London was a safe place to be. Her reasons are in the table below. Next to Hannah's reasons, explain why she was wrong.

a. the plague was only in one house

**1 mark**

b. the best doctors were there

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

| Hannah thought London was safe because | Why Hannah was wrong  |
|--|---|
| the plague was only in one house.      | <p>Award <b>1 mark</b> for answers referring to the <b>spread</b> of the disease, eg:</p> <ul style="list-style-type: none"> <li>● <i>because plague orders were on a couple of houses</i></li> <li>● <i>because it was in different places in London / many places</i></li> <li>● <i>it couldn't be contained / it spread anyway / easily</i></li> <li>● <i>it was carried by rats / fleas</i></li> <li>● <i>it was carried in the air.</i></li> </ul> <p><b>Do not accept</b> reference to the plague / rats being everywhere, eg:</p> <ul style="list-style-type: none"> <li>● <i>it was all over London</i></li> <li>● <i>it was all over the streets.</i></li> </ul> |
| the best doctors were there.           | <p>Award <b>1 mark</b> for answers referring to the <b>lack of an effective cure</b>, eg:</p> <ul style="list-style-type: none"> <li>● <i>the remedies were useless / doctors couldn't cure the disease</i></li> <li>● <i>there was no proper treatment.</i></li> </ul>   |

**Do not accept** an unexplained contradiction of the statement, eg:

- *the plague was not only in one house*
- *there were not the best doctors.*

**BLANK PAGE**

32. Look at these two quotations about the plague:

*great and horrible brute* (page 8)

*continued to stalk* (page 9)

What impression of the plague do you get from these quotations?

**up to 2 marks**

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

Award **2 marks** for answers which contain reference to the image of the plague as a monster (animal or human) **and/or** as a pursuer, eg:

- *that it is a person that could just reach out and infect you. That it was evil and tries to get everybody*
- *that it is a bit like a horrible big bully*
- *it follows you everywhere you go*
- *the plague will always try to find you*
- *it's like some nasty creature following you about behind your back*
- *that it is a big thug sneaking up behind you.*

Award **1 mark** for answers which suggest that the plague was dangerous / frightening, eg:

- *a disgusting disease that everyone is scared of*
- *the plague was horrific and terrifying.*

Also award **1 mark** for plausible negative words which can be associated with human characteristics, eg:

- *that the plague is evil*
- *it was mean*
- *the plague was creepy*
- *the plague is very nasty to people*
- *the plague was cruel*
- *the plague was merciless*
- *it means it is sneaky.*

*continued ...*

**Do not accept** general, negative words, eg:

- *the plague is very bad*
- *it was terrible*
- *the plague was hideous.*

**Do not accept** reference to any of the following:

- *horrible*
- *brutal*
- *stalk.*

33. What did people use to get rid of smells ('bad air') in each of these texts?

1 mark per row

**Questions 33a and 33c**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

**Questions 33b**

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

|                            |   |
|----------------------------|---|
| <b>Samuel Pepys' diary</b> | Award 1 mark for: <ul style="list-style-type: none"><li>■ tobacco</li></ul> |
|----------------------------|---|

|                        |  |
|------------------------|--|
| <b>Plague Remedies</b> | Award 1 mark for: <ul style="list-style-type: none"><li>■ herbs and/or spices</li></ul> Also accept: <ul style="list-style-type: none"><li>■ flowers</li></ul> |
|------------------------|--|

|                             |  |
|-----------------------------|--|
| <b>Ring-a-ring o' roses</b> | Award 1 mark for: <ul style="list-style-type: none"><li>■ posies / flowers</li></ul> Do not accept: <ul style="list-style-type: none"><li>■ roses</li><li>■ something sweet-smelling</li></ul> |
|-----------------------------|--|

34. Put ticks to show which statements are true and which are false.

*up to 2 marks*

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **2 marks** for all five rows completed correctly.

Award **1 mark** for three or four rows completed correctly.

|  | true | false |
|--|------|-------|
| People who treated plague victims wore red glass eyepieces.                | ✓    |       |
| The plague caused people to sneeze.  | ✓    |       |
| Although the plague was a terrible illness, it didn't cause anyone to die. |      | ✓     |
| The Mayor of London treated people who had the plague.                     |      | ✓     |
| The plague took 350 years to spread.                                       |      | ✓     |











**For more copies**

STA Orderline, PO Box 29, Norwich NR3 1GN

Tel: 0300 303 3015 Fax: 01603 696 487

Website: <http://orderline.education.gov.uk>

STA/12/5687 (Mark schemes pack)