



TeeJay

Literacy and English

CfE Second Level Assessment Pack 2B

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Introduction

How to use this book

This book is designed to be used flexibly by teachers and support staff for short assessments throughout the year. It covers the assessable elements of the Scottish English and Literacy benchmarks to support teachers in monitoring and assessing the progress of their learners.

Packs 2A, 2B and 2C are designed to be used by teachers for any year group and to assess where the learners are at. However, teachers may decide to use lower or higher assessments, depending on where their learners are.

Chapter 1 Reading

The reading assessments are set out to ensure progress across each genre (fiction, non-fiction and poetry). The first text is typically the easier text, the second is at the middle level and the third text represents an element of challenge for advanced learners. These can be used to differentiate the assessment tasks, but each assessment could be used throughout the year. For example, the first text in autumn, the second in spring and the last one in the summer.

Chapter 2 Literacy

This section assesses grammar, punctuation and spelling. The questions start off easier and then there is a stretch section for each area covered. Learners should work through the whole assessment across the year.

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Chapter 3 Listening and talking

Similar to the reading assessments, these assessments increase in difficulty across fiction, non-fiction and poetry. Learners are encouraged to read the text aloud, so that the teacher can assess their oral presentation skills.



Questions marked with this icon are Reading response questions with no right or wrong answer. They aim to engage learners with the texts and gauge their ability to discuss the different genres.

Chapter 4 Writing

The writing assessments are designed to be flexible, and teachers can adjust the task to meet the needs of their learners. They are based on the areas covered within the TeeJay Literacy and English Books 2A, 2B and 2C.




Chapter 5 End-of-year assessment

This assessment focuses on the standard that learners should be reaching by the end of the year.

Teachers have the flexibility to use the stretch and harder aspects of the reading and listening and talking activities to challenge the most able, in addition to this assessment. This assessment covers the main areas covered in each chapter.

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Coverage

Chapter	Focus	Literacy and English benchmarks
Chapter 0 Revision from 2A	<ul style="list-style-type: none"> ● Review from Book 2A ● Adverbials: fronted adverbials, adverbial phrases 	<ul style="list-style-type: none"> ● Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. ● Links sentences using common conjunctions, for example, <i>and</i>, <i>because</i>, <i>but</i> or <i>so</i>.
Chapter 1 Reading	Narrative 1: <i>The Little White Horse</i> by Elizabeth Goudge 	<ul style="list-style-type: none"> ● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. ● Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. ● Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.
	Narrative 2: <i>Oranges in No Man's Land</i> by Elizabeth Laird	<ul style="list-style-type: none"> ● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation. ● Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. ● Identifies the main ideas of a text with appropriate detail.
	Narrative 3: <i>Zhou Chou and the Three Beasts</i> retold by Kate Ruttle 	<ul style="list-style-type: none"> ● Identifies the main ideas of a text with appropriate detail. ● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
	Non-fiction 1: <i>Brazilian Dance</i> by Liz Gogerly 	<ul style="list-style-type: none"> ● Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. ● Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

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Chapter 0

Revision from 2A

- Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- Links sentences using common conjunctions, for example, *and*, *because*, *but* or *so*.



1. Underline the fronted adverbials in these sentences. One has been done for you.

During the night, the horses escaped from the field.

- a. Since it is too late, you will need to do your homework tomorrow.
 - b. While I was waiting for the tram, it began to rain.
 - c. In the south of England, there are many popular football teams.
 - d. If I have time, I will write to you.
2. Add an adverbial phrase to each of the main clauses below to create a new sentence. Don't forget to add a comma. One has been done for you.

One sunny morning, Cameron walked through the forest.

Main clauses	Adverbial phrases
Cameron walked through the forest	In the dead of night
The police car came to a halt	One sunny morning
Divya stood underneath the lamp post	In the distance
There was a knock at the door	On the other side of the street
Catherine hurried to her car	All of a sudden
Jack lifted the curtain	In the depths of the countryside

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Chapter 1 Reading



Narrative 1: *The Little White Horse* by Elizabeth Goudge

- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

Read the text and then answer the questions.

They had come to the edge of a clearing in the wood, a desolate place like a quarry strewn with boulders, with stagnant pools of water between the rocks. On three sides the rock rose up sheer like a wall and crowning the wall the way they were facing was a castle built foursquare like a tower, so old that it looked like part of the rock upon which it was built. Upon each side of it, except just this side where its great gate looked down upon the clearing, the pine trees closed about it with the darkness of night. It was a terrifying castle. The only way to reach it, as far as Maria could see, was to climb up the flight of steps that had been cut in the cliff beneath; and to do that they would have to leave the shelter of the pine trees and cross the clearing under the eyes of whoever might be looking out of that window above the gate.

‘There’s another way,’ whispered Robin. ‘Wrolf showed it to me when we were here before. Look, he’s leading us that way now.’

They went back among the pine trees, turned to their left in a wide half-circle and began to climb steeply upwards, climbing over the rocks that had pushed themselves out of the ground between the pine trees, and pushing their way through thickets of bramble bushes. ... Then they swerved round to the right again, and they had come right round to the back of the castle.

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Its frowning walls rose sheer up above them. But there was no door here. No window even. Nothing but the great high wall, as high as the tallest pine tree, with battlements along the top.

'We climb up the tallest tree, and then onto the battlements,' explained Robin airily. 'I tried it the other day to see if it could be done, and it's quite easy.'



1. *'They had come to the edge of a clearing in the wood, a desolate place like a quarry strewn with boulders, with stagnant pools of water between the rocks.'* (paragraph 1)

Underline **one** word in this sentence that warns the reader that the clearing is an unpleasant place.

2. *'On three sides the rock rose up sheer like a wall.'* (paragraph 1)

What is the effect of the simile *'like a wall'* in this sentence?

3. How do you think Maria felt when she looked up at the castle and knew she had to go in?

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Non-fiction 2: *Mikael Saves the Day* by Kate Ruttle

- Identifies the main ideas of a text with appropriate detail.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Distinguishes between fact and opinion with appropriate explanation.

Read the text and then answer the questions.

The quick thinking of Mikael Greda, aged 11, may have saved the lives of his friends. Faced with a possible life-and-death situation, Mikael acted instinctively to take control of a coach when the driver collapsed.

‘It was really scary,’ said Mikael, a P7 pupil, ‘but I didn’t have time to think what I was doing. It all happened too quickly.’

Mr Clive Strong, head teacher of Ipswich Primary School where Mikael is a pupil, explained that the coach had been bringing the class back from a school trip to nearby Stowmarket.

‘I saw the driver suddenly take a deep breath and hold his arm,’ said Mikael. ‘Then he sort of fainted. I felt the coach swerving and I just reacted.’ Mikael is no stranger to driving. He started on a quad bike when he was 7 and now drives a tractor on the family farm.

The coach was crossing the Orwell Bridge when the accident was averted. Mikael succeeded in steering the bus into the inside lane and bringing it safely to a halt. By the time he had put on the hazard warning lights, Miss Sarah Fox, the teacher in charge, was already trying to help the driver and Mikael’s friend Electra Bisset (age 10) had the presence of mind to call the emergency services.

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‘Mikael’s quick actions undoubtedly saved his classmates from a terrible experience,’ said Chief Inspector Wiggins, first on the scene. ‘The situation could have gone in a completely different direction had it not been for Mikael’s quick thinking. An accident would have affected other road users and a coach crash could even have damaged the bridge. As it is, no one is hurt and we have a local hero.’

Mrs Olivia Greda, Mikael’s mother said, ‘We’re so proud of him. He’s always been quick thinking. But driving a tractor in the farmyard is different from stopping a coach on a bridge. When I think what could have happened ...’.

Chief Inspector Wiggins said that the police service would make an award to recognise Mikael’s bravery and quick thinking. ‘I hope he will consider joining the police in a few years’ time. We need more young people like him,’ said the Inspector.

The driver, who has not been named, is in Ipswich Hospital recovering from a suspected heart attack.



1. Quote the words from the first paragraph that show what action Mikael took to save his classmates.

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2. ‘Mikael acted instinctively to take control of a coach when the driver collapsed.’ (paragraph 1)

Which of the following words or phrases is closest in meaning to ‘instinctively’?

Tick **✓ one** box to answer the question.

- thoughtfully ☐
- thoughtlessly ☐
- without thinking ☐
- thankfully ☐



3. Which experiences did Mikael have that helped him to know what to do?

4. Using information from the text, tick **✓ one** box in each row to show whether each statement is a **fact** or an **opinion**.

Statement	Fact	Opinion
Mikael saved lives.		
Mikael knows how to drive tractors.		
He brought the coach to a halt.		
The driver had a heart attack.		

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★ Poetry 3: *Wings* by Pie Corbett

- Identifies the main ideas of a text with appropriate detail.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

Read the text and then answer the questions.

If I had wings
I would touch the fingertips of clouds
and glide on the wind's breath.

If I had wings
I would taste a chunk of
the sun
as hot as peppered curry.

If I had wings
I would listen to the clouds of sheep bleat
that graze on the blue.

If I had wings
I would breathe deep and sniff
the scent of raindrops.

If I had wings
I would gaze at the people
who cling to the earth's crust.

If I had wings
I would dream of
swimming the deserts
and walking the seas.



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1. Why do you think all of the verses begin in the same way?

2. Five different senses are referred to in the poem.

Draw a line to match each sense with what the poet would use it to focus on.

sight

people

hearing

the sun

smell

clouds of sheep

touch

fingertips of clouds

taste

raindrops

3. Why does the poet compare the sun to '*peppered curry*' (verse 2)?

4. In real life, which creatures might '*glide on the wind's breath*' (verse 1)?

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Chapter 2 Literacy

Grammar and punctuation

Paragraphs

- Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
- Writes most sentences in a grammatically accurate way.
- Uses sentences of different lengths and types and varies sentence openings.
- Links sentences using a range of conjunctions.
- Uses paragraphs to separate thoughts and ideas.

Read the text and answer the questions.

Money by Les Ray and Gill Budgell

Before money was invented, people had to buy and sell by exchanging things. A farmer might exchange their surplus wheat for a horse or a cow that one of their neighbours did not need; but first they had to find another farmer who wanted wheat and who had a horse or cow to spare.

Even after money was invented, it was not always the convenient shape that it is today. In the past, many things have been used for money – blocks of salt, shells and beads.

Eventually, people realised that metal was the most suitable substance to make money from. It was valuable, did not wear out and could be made into convenient sizes. Gold, silver and copper were the three metals most commonly used. The value of the coin was the value of the amount of gold, silver or copper that it contained, so every time business took place the coins had to be weighed.

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Chapter 3 Listening and talking

Narrative 1: *The Winged Horse*

Teacher sheet

Ask learners to read the text first and assess the following during the session:

- Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.
- Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
- Identifies the main ideas of spoken texts, with supporting detail.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

Guidance for teachers: Print and hand out the pupil sheet on pages 76–77.

Allow learners to read the text out loud, then read out the questions in the table below and ask them to answer. Learners can refer back to the text.


Answers to this section are included in the table to allow for real-time checking.

Benchmark references are also included for ease of reference.

Question	Answer	Listening and understanding focus
<p>1. Look at paragraph 3: <i>'Stone prey: their joy and their delight since time began'</i></p> <p>What is stone prey?</p>	<ul style="list-style-type: none"> ● prey that has been turned to stone ● creatures that the Gorgons eat that they have turned to stone ● seagull/bird 	<ul style="list-style-type: none"> ● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

Question	Answer	Listening and understanding focus
2. What did Perseus borrow from Athene?	mirror-shield	<ul style="list-style-type: none"> Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
3. What did Perseus borrow from Hermes?	winged sandals	<ul style="list-style-type: none"> Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
4. a. Find the word that tells you how fast Perseus flew to meet the Gorgons. b. What does the word mean?	a. <i>'wind-fast'</i> (paragraph 6) b. as fast as the wind/quickly/very fast	<ul style="list-style-type: none"> Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.
5. Describe how Perseus used each of the gods' belongings to kill Medusa. a. winged sandals b. helmet of invisibility c. mirror-shield	a. to travel to the Gorgons' lair b. to stay invisible/so that the Gorgons would not see him c. <i>'to guide his movements behind his back'</i>	<ul style="list-style-type: none"> Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
6. Why was Perseus wise to trust Pegasus?	He told Perseus how he could save himself from the other Gorgons: <i>'Quick, Perseus! Jump on my back. Hurry!'</i> (paragraph 10)/He carried Perseus safely home.	<ul style="list-style-type: none"> Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.

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Question	Answer	Listening and understanding focus
7. Suggest an alternative title for this legend and explain why you chose it.	Any suitable suggestion and explanation, such as: <ul style="list-style-type: none"> ● 'Perseus and Medusa', because the main part of the story is about how Perseus defeated Medusa. ● 'The Stony Glance', because Medusa's look turned things to stone so Perseus had to be cunning to kill her. ● 'Death of the Gorgon', because the story is about how a Gorgon was killed. 	<ul style="list-style-type: none"> ● Identifies the main ideas of spoken texts, with supporting detail.
 8. Did you like the extract? Why? Why not? 9. Have you ever read a text like this before? What was similar and what was different? 10. Would you recommend this story to a friend? Why? Why not?	Discuss learners' responses.	<ul style="list-style-type: none"> ● Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.

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Chapter 4 Writing

Narrative writing assessment checklist

This checklist should be used by the teacher to assess a range of narrative writing (for example, two to three pieces).

Tools for writing

- ☐ The learner spells most words correctly, including unfamiliar or specialist vocabulary.
- ☐ The learner uses more complex punctuation in an attempt to enhance their writing, for example, inverted commas, exclamation marks, question marks, colons, brackets (parentheses), commas and/or ellipses.
- ☐ The learner writes accurate sentences.
- ☐ The learner uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.
- ☐ The learner uses paragraphs to separate thoughts and ideas and to structure content.
- ☐ The learner uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.
- ☐ The learner edits and reviews their writing to ensure it makes sense and to improve their vocabulary, language or content.
- ☐ The learner's writing is fluent and legible.

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Creating texts

- ☐ The learner plans and uses their notes to create ideas and to inform their thinking.
- ☐ The learner writes a story in the correct order (e.g. introduction, problem, resolution and ending).
- ☐ The learner has a clear setting with descriptive detail.
- ☐ The learner uses the features of narrative writing correctly.
- ☐ The learner creates interesting and convincing characters.
- ☐ The learner makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language (including figurative language).

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Narrative 1: A mystery story

Writing a mystery story that includes dialogue.

Use the template to plan your own mystery story. Then, write your story on a separate piece of paper. Remember to add what the characters say using dialogue.

	Notes
What is your mystery story about?	<hr/> <hr/> <hr/>
What happens?	<hr/> <hr/> <hr/>
What clues are left behind?	<hr/> <hr/> <hr/>
How is the mystery solved?	<hr/> <hr/> <hr/>

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Narrative 2: A myth

Writing a new myth using an ancient myth as the stimulus.

Read the main events from a Native American myth about how people came to have fire.

- Fire was a friend of Bear. Bear carried Fire in his mouth.
- Bear and his bear friends went into a forest, leaving Fire alone, but he didn't leave Fire enough food and Fire began to die.
- Human came by and heard Fire begging for food. Human fed Fire some sticks.
- When Bear came back, Fire blazed at him, saying Human was his new friend.
- Human and Fire have been friends ever since.

Plan to retell the myth. (You can have a specific person as a character, instead of Human, if you prefer.) Who will be your main character? Complete a Johari's window for that character.

What _____ knows	What everyone knows about _____
What _____ doesn't know	What no-one knows about _____

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Chapter 5 End-of-year assessments

Diagnostic assessment: Spelling

Teacher sheet

This spelling assessment features ten words in separate contextualised sentences. There is no timing for this assessment, but it should take approximately 15 minutes to complete.

Print and hand out the pupil sheet on page 137.

Read out the instructions below:

- Listen carefully to the instructions I am going to give you.
- I am going to say a word and then say the word within a sentence.
- Listen carefully to the word and write it on your sheet, making sure you spell it correctly.
- I will say the word twice.
- Do you have any questions?

1. The word is **retake.**

You will need to retake this test.

The word is **retake**. (prefixes)

2. The word is **disappear.**

Please do not disappear from this section of the museum.

The word is **disappear**. (prefixes)

3. The word is **overtake.**

I think the car behind wants to overtake you.

The word is **overtake**. (prefixes)

4. The word is **occur.**

It did not occur to us that he would be upset about it.

The word is **occur**. (double consonants)

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Answers

For most questions, award 1 mark. Where answers can be awarded more than 1 mark, the number of available marks has been indicated.

Chapter 0 Revision from 2A

1.
 - a. Since it is too late, you will need to do your homework tomorrow.
 - b. While I was waiting for the tram, it began to rain.
 - c. In the south of England, there are many popular football teams.
 - d. If I have time, I will write to you.
2. Accept any combinations that make sense, such as:
 In the dead of night, there was a knock at the door.
 All of a sudden, Jack lifted the curtain.
 On the other side of the street, Catherine hurried to her car.
 In the distance, Divya stood underneath the lamp post.
 In the depths of the countryside, the police car came to a halt.
3. Accept any plausible answers, such as:
 - a. The dog barked all morning. (when)
 In the park, the dog barked. (where)
 The dog barked because he wanted the ball. (why)
 - b. Today, the baby cried. (when)
 The baby cried in its cot. (where)
 The baby cried because it was hungry. (why)
 - c. Two hours ago, Finlay walked down the road. (when)
 In Glasgow, Finlay walked down the road. (where)

Finlay walked down the road because he wanted some exercise. (why)

Chapter 1 Reading

Narrative 1: *The Little White Horse* by Elizabeth Goudge

1. 'desolate'/'stagnant'

Focus: Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

2. Accept answers that recognise any key feature of a wall. For example:
 - A wall is meant to keep people out.
 - It is high/unwelcoming.
 - It is difficult to climb.
 - It marks the edge of a property.

Focus: Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

3. Accept answers that recognise she was frightened/terrified/nervous.

Focus: Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.

4. Wroff showed it to him on an earlier occasion.

Focus: Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.

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