

Mocks Feedback- Unit 1 4.3.15

Register task:

Reflect back to the mock exams; how well do you think you did in the reading paper? Why?

Write a couple of sentences in your book (green pen)

e.g.

Unit 1 Reading - I think I got a ?? grade because I remembered to..... / because I didn't

Mocks Feedback- Reading 4.3.15

Today you will be:

- **Reflecting** on what the examiners are looking for **in order to** improve your answers

Tasks for FOUNDATION tier:

1. Read own paper
2. Look at mark scheme and model answers as a class
3. Write your own EBI for each question
4. Copy EBIs into tracker

Tasks for HIGHER tier:

1. Read own paper
2. Look at mark scheme and model answers individually
3. Write your own EBI for each question
4. Copy EBIs into tracker

Q1- a finding information question

Award **one** mark for each correct answer:

- (a) United States of America (1)
- (b) Australia (1)
- (c) to check on your safety (1) to look for signs of sharks in an area
- (d) dawn and dusk (1)
- (e) plankton (1)
- (f) Award one mark for each mark up to a **maximum** of 4:
 - they will eat just about anything
 - if they mistake humans for a seal
 - they are protecting their territory
 - they are attracted by the smell and taste of blood
 - they confuse jewellery with fish scales
 - it is curious

- Make any corrections
- If you didn't get 10 marks, write an EBI (e.g. look at the number of marks, give specific answers,

TOP TIP:

Think about how to layout- you don't need to write in full sentences, but do need to write enough to be clear and specific

Q2- an *'Explain what'* question

- Which of the following bands are you in? Why? How could you improve?
- Write yourself an EBI for this question

According to the internet article, 'Shark Attack', what can a person do to reduce the chances of being attacked by a shark?

[10]

This question tests the ability to read with insight and engagement, make appropriate reference to texts, and to develop and sustain interpretation of text.

0 marks – nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 4-6 marks, according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text. These answers may be thin / unselective in their choice of textual material.

Give 7-10 marks according to quality, to those who make valid comments based on appropriate detail from the text. These responses will track the text securely.

- How many marks would this answer get? Why?
- Does she use quotes or paraphrase? What is the effect?

Someone can reduce the risk of being attacked by a shark by making sure they swim at beaches where life guards are as they are looking out for them.

You can reduce the chances by avoiding swimming in the sea alone and don't go in the water at dawn or dusk as it's sharks feeding time.

You should stay close to the shore as sharks are less likely to be swimming there and also do ~~not~~ try and avoid waters that have been contaminated by sewage as sharks like these areas.

When in the sea make sure you have no open wounds as sharks like the taste of blood and are attracted to the smell and also take off any

jewellery before going in the water as sharks may confuse you it with a fish and then attack you.

Try to avoid splashing, move away if you see a large group of dolphins and sea birds, don't panic when you see a shark simply get out of the water as calm and quickly as you possibly can and also don't touch a shark even though it could be quite tempting.

Q3- a *'How does the writer...'* question

- Which of the following bands are you in? How could you improve?
- Is Q3 always a 'How does the Writer?' question?
- Write yourself an EBI for this question

This question tests the ability to read and understand texts and to select material appropriate to purpose, and to develop and sustain interpretations of writers' ideas and perspectives. It also tests how writers use linguistic, grammatical, structural and presentational features to achieve affects and engage and influence the reader.

0 marks – nothing worthy of credit.

1-3 marks: Give 1 mark to candidates who struggle to engage with the text and/or question. Give 2-3 marks, according to quality, to those who copy unselectively, make unsupported assertions or make simple comments with occasional references to the text.

Give 4-6 marks, according to quality, to those who will make some simple comments/inferences and some appropriate selection from the text. These answers may be thin / unselective in their choice of textual material.

Give 7-10 marks, according to quality, to those who make valid comments about why or how the article is tense and exciting based on appropriate detail from the text. These responses will track the text securely and explore the impact of specific words and phrases.

- What is good about this model? Why did the highlighted sections get double ticks?
- How many marks would it get? Why?
- How could it be improved?

Richard Wainwright makes this sound tense and frightening by using words such as 'terrified', and 'very scared' which would make you realise how frightening the experience must of been. 'shark circled me' he was surrounded, there was no way he was going to get away, this would also make it sound tense as you're not sure what the shark will do. 'sharks bulging eyes' and 'terrifying teeth' would make it more frightening and tense as you're looking right at something that could kill you and what it would use to kill you (teeth). 'it looked at him merciless and mean' this added a tense atmosphere. 'The shark sped off, did a u-turn' this would suggest a sign of relief and then the tension rises again as he says 'u-turn' so you knew the shark wasn't finished yet. 'saying that he paddled furiously to shore' would suggest how eager he was to get away as it was 'life or death'. Richard seeing the dolphin getting feasted on by the tiger sharks he would have made it

really frightening. *
 'I never want to see another shark, even a mask shark that eats only a plankton and has never attacked a human' - even though these sharks are safe he will still fear being anywhere near one even though they are harmless.
 Explains impact of specific words & phrases

What they say about great white sharks
FA

In the radio interview 'surfer uses
surfboard to fight shark' only mentions
a white shark when Richard says
'I knew it wasn't a great white shark
like the one in the film 'jaws', because
they live in colder waters'.
In the internet article 'shark Attack'
it mentions that 'the shark most
responsible for most human deaths is
the great white shark'.³

What they say about tiger sharks.

FA
In the internet article 'shark attack'
they say now 'the shark responsible for
most human deaths is the tiger shark
(next to the great white shark). Tiger
sharks will eat just about anything
they can catch alive and are nicknamed
the 'dustbins of the sea'.

In the radio interview 'surfer uses
surfboard to fight shark' Richard says
that 'tiger sharks can also attack
and kill humans'. The shark that went
to attack him was a 'young tiger

- What is good about this model?
- Why has the WJEC marker underlined some parts?
- How could this be improved?

Q4- a *'Comparing the texts...'* question

- This reading paper tests your ability to read the question as well as the texts- did it tell you to write in table? TABLES LIMITED TO 5/6 marks
- Always follow the instructions; use full sentences/ **paragraphs** unless you are told to **list** or draw a **table**

Great white sharks

Internet article:

- responsible for most human deaths / is deadly / is a killer
- called a blue pointer in South Africa
- grows to an average length of three metres

Radio interview:

- live in colder waters (than tiger sharks)
- it was the killer shark in "Jaws"
- it can attack and kill a human

Tiger sharks

Internet article:

- second biggest shark killer of humans / is deadly / is a killer
- eats anything it can catch alive / nicknamed dustbin of the sea

Radio interview:

- can attack and kill a human / deadly / responsible for 5 deaths in Australia in 18 months
- has tiger like stripes / stripes will fade
- will eat a dolphin carcass

DIRT time

**Choose your lowest scoring question out of Q2, 3 or 4
Have another go at it, in order to gain FULL MARKS**

Plenary

1. Write EBIs in your tracker sheet (grades to follow)

Example EBIs:

Read the question carefully

Make more points

Don't repeat points

Aim for at least 6/7 points

Use short embedded quotes

Show that I have understood the text and made inferences

3. What have we learned today?

In pairs write the 2 most important things you have learned on a post-it note.

Write any questions you still have on the back of the post-it note.

We will use these as a starter in a lesson this week.