



CBSE

Competency-based education for CBSE

Item Bank: English Class 6

September 2021

Content created by



Introduction for teachers

A bank of resources has been created to support teachers to develop and administer end-of-class tests. These resources should be used together. You can view and download the following resources from <http://cbseacademic.nic.in>

- Learning ladder for English
- Assessment specification for English
- Sample lesson plans

This document is a compilation of the sample items for English Class 6. There are 46 items.

This item bank is supported by the assessment specification which sets out the end-of-class assessment requirements and the learning ladder for the subject which maps the CBSE syllabi content to the NCERT curriculum. The item index (page 6) shows how each item maps to the learning ladder content and the assessment objectives.

What these assessment items can be used for

You can use the bank of questions in whatever way you wish but three main purposes have been identified:

- Create end-of-class assessments using the items from the bank to meet the requirements set out in the assessment specifications.
- Create end-of-topic tests using the items from the bank for when you finish teaching a topic.
- Use individual or groups of questions from the bank to create or add to worksheets for use in class and for homework.

What is in this document

You will find linked questions and single questions which cover different aspects of the learning ladder content and different assessment objectives. You can use these questions to create your own assessments.

Each item in this document begins with the metadata (see Figure 1). The metadata gives details of the content, assessment objective coverage and the number of marks.

There is then a section showing any source material needed followed by the questions themselves and finally the mark scheme for the questions.

| Subject | Class | Question reference/Filename | Set text |
|---------|-------|-----------------------------|-----------|
| English | 9 | English9AM2 | Kathmandu |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English9AM2 | 2 | 3 | | 10 | 15 |
| Total marks | 2 | 3 | | 10 | 15 |

Figure 1: Example of metadata

How to use the assessment items

You can peruse the bank of items by flicking through this document and selecting questions you wish to use. However, if you are assessing specific content then you can use the learning ladder to identify this content and then use the item index (page 6) to find any items which cover that content.

Please note that not all of the content will have items. The item bank is only a sample of the questions which could be created so it may be necessary for you to write questions of your own to fill gaps.

When you find a relevant assessment item in this document, you can copy and paste the question(s) and any source material into a new Word document which will form the assessment or worksheet. Other questions from the bank can be copied and pasted to this document and an assessment or worksheet covering a range of items created. The questions can then easily be edited in the new document using Word and you can add any questions you write to best meet the needs of your classes.

Once the questions have been pasted into the new document the numbering of the items can be changed so that they run through 1, 2 etc. There should be no need to change the numbering of parts (a), (b) etc unless a question has been deleted.

You can create the mark schemes in the same way by copying the relevant section of the item documents and pasting them into a separate Word document which will form the mark scheme. Again, the question numbering will need to be amended. You can use these mark schemes to make sure that the marking is standardised, particularly if more than one teacher uses the assessment.

When creating an end-of-class test the teacher should use the assessment specification to identify the number of marks and questions needed, the balance of content to be covered and the weighting of the assessment objectives needed. You can then select items from the bank to build a test that meets the assessment specification and then order these in a logical manner so that it allows the students to work through the assessment. You should also add a front page with the assessment name and details of the number of marks and the length of the assessment. Again, the mark scheme can be created at the same time and question numbers will need to be amended.

When copying items from the bank care needs to be taken to keep the format and style of the items consistent including the spacing and layout and ensuring that the number of marks available for each question is clearly linked to the question.

Assessment objectives

This document sets out the assessment objectives for CBSE English reading and their percentage weighting for the CBSE end of year tests for the different classes from VI to X. For classes IX and X it includes both the reading and the literature assessments.

| No. | Description of Assessment Objective | Class | | | | |
|------------|---|-------|-------|-------|----|----|
| | | VI | VII | VIII | IX | X |
| AO1 | Show understanding of explicit meanings | 40-48 | 40-48 | 40-48 | 23 | 23 |
| AO2 | Show understanding of implicit meanings and perspectives | 40-48 | 40-48 | 40-48 | 23 | 23 |
| AO3 | Comment on the effect of writers' use of language and structure | - | - | - | 27 | 27 |
| AO4 | Communicate a personal response to texts [what is read], supported by textual reference | 12-16 | 12-16 | 12-16 | 27 | 27 |

Item Index

| File name | Question ID | AO1 | AO2 | AO4 | Text type | Source description |
|-------------|--------------|-----|-----|-----|-------------------------------------|--|
| English6SB | English6SB1 | 1 | | | Text A Informative magazine article | The article informs about the benefits of inculcating a habit of gardening amongst children. |
| | English6SB2 | | 1 | | | |
| | English6SB3 | 2 | | | | |
| | English6SB4 | 1 | | | | |
| | English6SB5a | | 2 | | | |
| | English6SB5b | | 1 | | | |
| | English6SB6 | 2 | | | | |
| | English6SB7 | | 1 | | | |
| | English6SB8 | | | 4 | | |
| English6IN2 | English6IN21 | 1 | | | Text A Informative magazine article | Informative magazine article about Rail Museum |
| | English6IN22 | | 1 | | | |
| | English6IN23 | 2 | | | | |
| | English6IN24 | 2 | | | | |
| | English6IN25 | 2 | | | | |
| | English6IN26 | | 2 | | | |
| | English6IN27 | | 1 | | | |
| | English6IN28 | | | 4 | | |
| English6AS | English6AS1 | 1 | | | Text A informative biography | Biography adapted from several sources (self-composed) |
| | English6AS2a | 1 | | | | |
| | English6AS2b | | 1 | | | |
| | English6AS3 | 2 | | | | |
| | English6AS4 | 1 | | | | |
| | English6AS5 | | 3 | | | |
| | English6AS6 | | 1 | | | |
| | English6AS7 | 1 | | | | |
| | English6AS8 | | | 4 | | |
| English6JS | English6JS1 | 2 | | | Text B novel or short story extract | The Miser and his gold. The story tells us about an old man and his love for his wealth |
| | English6JS2 | 1 | | | | |
| | English6JS3 | | 1 | | | |
| | English6JS4 | | 1 | | | |
| | English6JS5 | | 2 | | | |
| | English6JS6 | 1 | | | | |
| | English6JS7 | | 1 | | | |
| | English6JS8 | | 1 | | | |
| | English6JS9a | | 2 | | | |
| | English6JS9b | | | 1 | | |
| | English6JS10 | | | 2 | | |
| English6SN2 | English6SN21 | 1 | | | Text B novel or short story extract | An rewritten extract from The Jungle Book by Rudyard Kipling |
| | English6SN22 | 1 | | | | |
| | English6SN23 | | 2 | | | |
| | English6SN24 | | 1 | | | |



| | | | |
|---------------|---|---|---|
| English6SN25 | | 2 | |
| English6SN26 | 1 | | |
| English6SN27 | | 1 | |
| English6SN28 | | 1 | |
| English6SN29 | 1 | | |
| English6SN210 | | | 4 |

English6SB

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 6 | English6SB | The article informs about the benefits of inculcating a habit of gardening amongst children. |

| Item identity | AO1 marks | AO2 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|
| English6SB1 | 1 | | | 1 |
| English6SB2 | | 1 | | 1 |
| English6SB3 | 2 | | | 2 |
| English6SB4 | 1 | | | 1 |
| English6SB5a | | 2 | | 2 |
| English6SB5b | | 1 | | 1 |
| English6SB6 | 2 | | | 2 |
| English6SB7 | | 1 | | 1 |
| English6SB8 | | | 4 | 4 |
| Total marks | 6 | 5 | 4 | 15 |

Item purpose

This question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use information within the text to generate a personal response (AO4).

Source(s)

| | |
|--|--|
| | <p>Text A</p> <p><i>Read this informational magazine article that encourages kids to get interested in gardening. Answer the questions that follow.</i></p> <p>How to get kids interested in gardening</p> <p>Beautiful spring weather is the perfect time to help children to cultivate a love of gardening. Gardening will teach them patience and the value of hard work. It also encourages outdoor family time and promotes good health for everyone.</p> <p>5 Involve children with garden planning from the start. Let them find their own garden space. Let them make decisions about what and where to plant. This will help them take pride in the garden, and it'll teach them responsibility. They could even have their own gardening gloves and tools.</p> <p>10 Grow edible plants. Kids will love the idea of eating fresh produce that they helped grow, and they'll also probably enjoy picking and cooking it as well. You might get them started with a love of cooking, too!</p> <p>Getting a few birdfeeders will attract beautiful birds to your garden and will help keep kids interested in what's going on outside. Watching nature shows on television will help spark their curiosity about the natural world.</p> |
|--|--|

Source information: Adapted from:

URL: <https://www.youarecurrent.com/2021/03/28/column-how-to-get-kids-interested-in-gardening>

Author : Eric Engledow, How to get kids interested in gardening

Publisher: Current Publishing, March 28th 2021

Question(s)

- 1 According to the text, what time of year is best to introduce children to gardening?

(1 mark)

2 'Help children to **cultivate** a love for gardening'

Choose another word for 'cultivate' from the words below:

- A. End
- B. Develop
- C. Remember
- D. Play

(1 mark)

3 What benefits will adults have from gardening with their children?

Give **two** answers.

(2 marks)

4 Look at the second paragraph.

Find one **way** that gardening helps children to develop responsibility.

(1 mark)

5 (a) Look at the third paragraph.

Find and copy one word that means 'safe to eat'.

(1 mark)

5 (b) Find and copy the word that means the same as 'food' in this section.

How can gardening help children to become interested in cooking?

(2 marks)

6 The writer says it is a good idea to have birdfeeders in a garden.

Give **two** reasons why this is so.

(2 marks)

7 Watching nature shows on television will help **spark their curiosity** about the natural world.

What does the phrase 'spark their curiosity' mean in this sentence?
Select **one** option.

- A. Teach them a lot
- B. Get them interested
- C. Make them impressed
- D. Show them something

(1 mark)

- 8 Would you like to try gardening?
Answer Yes, No, or Yes and No

Explain your opinion giving four reasons from the text.

(4 marks)

(Total marks 15)

Mark scheme

| | |
|---|--|
| 1 According to the text, what time of year is best to introduce children to gardening? | |
| Answer | Guidance |
| spring | |
| 2 'help children to cultivate a love for gardening' Choose another word for 'cultivate' from the words below: A. End B. Develop C. Remember D. Play | |
| Answer | Guidance |
| B. Develop | |
| 3 What benefits will adults have from gardening with their children? Give two answers. | |
| Answer | Guidance |
| <ul style="list-style-type: none"> · outdoor family time · good health | <p>Award 1 mark for each correct answer to a maximum of two marks.</p> <p>Also accept:</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> · a pleasant garden · satisfaction of teaching their children · food from the garden · watching birds |
| <p>4 Look at the second paragraph.</p> <p>Find one way that gardening helps children to develop responsibility.</p> | |
| Answer | Guidance |
| making decisions about what/ where to plant | Also accept: looking after their own tools/gloves |
| <p>5 (a) Look at the third paragraph.</p> <p>Find and copy one word that means 'safe to eat'.</p> <p>Find and copy the word that means the same as 'food'</p> | |
| Answer | Guidance |
| <ul style="list-style-type: none"> · edible · produce | Award 1 mark for each correct answer to a maximum of two marks. |
| <p>5 (b) According to this text, how can gardening help children to become interested in cooking?</p> | |
| Answer | Guidance |
| Children will like to cook what they have grown. | Accept paraphrases. |
| <p>6 The writer says it is a good idea to have birdfeeders in a garden.</p> <p>Give two reasons why this is so.</p> | |
| Answer | Guidance |
| <ul style="list-style-type: none"> · attracts beautiful birds to the garden · keeps children interested in the outdoors | Award 1 mark for each correct answer to a maximum of two marks. |
| <p>7 Watching nature shows on television will help spark their curiosity about the natural world.</p> <p>What does the phrase 'spark their curiosity' mean in this sentence? Select one option.</p> <p>A. Teach them a lot</p> <p>B. Get them interested</p> | |

| | |
|---|--|
| C. Make them impressed | |
| D. Show them something | |
| Answer | Guidance |
| B. Get them interested | |
| 8 Would you like to try gardening? Answer Yes, No, or Yes and No Explain your opinion giving four reasons from the text. | |
| Answer | Guidance |
| <p>Yes</p> <ul style="list-style-type: none"> · teaches responsibility, patience and hard work · encourages outdoor work and promotes good health · promotes decision making about what to grow and where · develops pride in the garden tended by them · encourages eating fresh grown produce they helped grow · sparks curiosity about the natural world <p>No</p> <ul style="list-style-type: none"> · it could be hard work/ dirty · the outdoors is unpleasant · I don't like/ am afraid of birds · it could be costly to buy tools etc · I don't like to eat vegetables | <p>Award 1 mark for each relevant reason to a maximum of four marks for any four reasons from the points mentioned.</p> <p>Accept other relevant opinions if they are supported by appropriate examples from the text.</p> |

English6IN2

This assessment item is designed to assess the end of class assessments for CBSE schools.

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 6 | English6IN2 | Text A: Informative magazine article about Rail Museum |

AO coverage

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English6IN21 | 1 | | | | 1 |
| English6IN22 | | 1 | | | 1 |
| English6IN23 | 2 | | | | 2 |
| English6IN24 | 2 | | | | 2 |
| English6IN25 | 2 | | | | 2 |
| English6IN26 | | 2 | | | 2 |
| English6IN27 | | 1 | | | 1 |
| English6IN28 | | | | 4 | 4 |
| Total marks | 7 | 4 | | 4 | 15 |

Item purpose

This question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use information within the text to generate a personal response (AO4).

Source

| |
|--|
| <p>Text A – Read the magazine article about Rail Museum below and answer the questions that follow.</p> <p>Welcome to the new Rail Museum</p> <p>Be it adults or children, Delhi has a new spot for enjoyment. The newly renovated Railway Museum is a perfect picnic spot. So, when my child wanted to go for a fun outing, we took her there. Much to our pleasure, the museum is much better than it was in the past.</p> |
|--|

| | |
|----|---|
| 5 | <p>Apart from informing about the history of Indian Railways, the museum also lets you know how the railway works. Right from the oldest trains to the newest technology, everything is there for you to marvel* at.</p> |
| 10 | <p>Opened in 1977, the museum displays life-size models, royal carriages, documents and maps which tell the history of the Indian railways spanning over 160 years.</p> <p>My daughter enjoyed the toy train ride and I loved the model of the rail network. Train rides, virtual reality experiences and a restaurant make it a day well spent.</p> <p>*admire</p> |

Source information:

Adapted from: Rail Bandhu, February 2016 (Vol. 5, Issue 10)

<https://reader.magzter.com/reader/0c4s29w9ogccu8m1v15eexa14956216492084/149562#page/23>

Question(s)

- 1 Select the correct option from the list to complete the sentence below based on your reading of the article.
- The _____ is the new destination of enjoyment in Delhi.
- A. railway station
 B. picnic spot
 C. rail museum
 D. fun outing (1 mark)
- 2 Why was the writer surprised when he went to the museum?
- A. It was free to enter.
 B. It has been improved.
 C. It was a pleasant day.
 D. It was open all day. (1 mark)
- 3 Give **two** examples of information that visitors can find Rail Museum. (2 marks)

4 Select **two** objects which are on display at the Rail Museum from the list below.

- A. life-size models
- B. toy train
- C. restaurant
- D. in-house magazine
- E. maps
- F. newspapers

(2 marks)

5 Find and copy the correct numbers to answer the questions below:

5 (a) In which year was the Rail Museum established?

5 (b) How many years old is the history of the Indian Railways?

(2 marks)

6 Describe how the writer and his daughter enjoyed their visit differently.

| Person | What he or she enjoyed: |
|--------------|-------------------------|
| The writer | |
| The daughter | |

(2 marks)

7 *Train rides, virtual reality experiences, heritage restaurant make it a day well spent.*

Write down the correct word from the list to complete the sentence below.

This underlined expression suggests that the day is _____.

- A. inspiring
- B. enjoyable
- C. acceptable
- D. customary

(1 mark)

8 Would you like to visit the Rail Museum? Yes/No
 Explain your opinion with **four** reasons from the article.

(4 marks)

(Total marks 15)

Mark scheme

| | |
|---|---|
| <p>1 Select the correct option from the list to complete the sentence below based on your reading of the article.</p> <p>The _____ is the new destination of enjoyment in Delhi.</p> <p>A. A. railway station B. B. picnic spot C. C. rail museum D. D. fun outing</p> | |
| Answer | Guidance |
| C. rail museum | <p>Award 1 mark for correct answer.</p> <p>Accept minor slips in spelling the correct answer.</p> |
| <p>2 Why was the writer surprised when he went to the museum?</p> <p>A. It was free to enter. B. It has been improved. C. It was a pleasant day. D. It was open all day.</p> | |
| Answer | Guidance |
| C. it has been improved. | <p>Award 1 mark for correct answer.</p> <p>Accept minor slips in spelling the correct answer.</p> |
| <p>3 Give two examples of information that visitors can find Rail Museum.</p> | |
| Answer | Guidance |

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • history of Indian Railways, • how this railway works • oldest trains • new technology | Award 1 mark for each correct answer to a maximum of two marks. | | |
| <p>4 Select any two objects which are on display at the Rail Museum from the list given below.</p> <p>A. life-size models B. toy train C. restaurant D. in-house magazine E. maps F. newspapers</p> | | | |
| Answer | Guidance | | |
| A. life-size models E. maps | Award 1 mark for any two correct answers to a maximum of two marks. Accept minor slips in spelling the correct answers. | | |
| <p>5 Find and copy the correct numbers to answer the questions below:</p> <p>A. In which year was the Rail Museum opened? B. How many years old is the history of the Indian Railways?</p> | | | |
| Answer | Guidance | | |
| A. 1977 B. 160 | Award 1 mark for each correct answer. | | |
| <p>6 Describe how the writer and his daughter enjoyed their visit differently.</p> | | | |
| Person | What he or she enjoyed: | | |
| The writer | | | |
| The daughter | | | |
| Answer | Guidance | | |
| Person | What he or she enjoyed: | | Award 1 mark for each correct answer to a maximum of two marks. |
| The writer | model of the rail network | | |
| The daughter | toy train ride | | |

7 Train rides, virtual reality experiences, heritage restaurant make it a day well spent.

Write down the correct word from the list to complete the sentence below.

This underlined expression suggests that the day is_____.

- A. tiring.
- B. enjoyable.
- C. busy
- D. expensive

Answer

Guidance

B. enjoyable.

Award 1 mark for the correct answer.
Accept minor slips in spelling the correct answers.

8 Would you like to visit the Rail Museum? Yes. No. Yes and No

Explain your opinion with **four** reasons from the article.

Answer

Guidance

Accept answers that offer reasons from the text to support an opinion.

Award 1 mark for each relevant answer to a maximum of four marks.

For example:

Yes:

Student may both agree and disagree and still gain full marks as long as the answers are supported.

- picnic spot
- toy train ride (is enjoyable).
- learning new information (e.g. about the history of Indian Railways).
- displays in the museum are interesting.
- 3D virtual reality experiences (will be unique).
- the restaurant (will be fun).

No:

- Delhi is too far away
- I am not interested in trains/rail
- I do not like history
- I would not like the toy train

English6AS1

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Content reference from the learning ladder | Marks |
|---------------|-----------|-----------|-----------|-----------|--|-------|
| English6AS1 | 1 | | | | | 1 |

Item purpose

The question assesses the ability of the students to comprehend explicit and implicit meanings from the text and generate responses applicable to real life situations parallel to instances given in the text.

Source

| | |
|----|---|
| 5 | <p>Text A</p> <p><i>This is a short biography of Walt Disney, who created some of the best-known cartoon characters of all time.</i></p> |
| 10 | <p>Walt Disney’s childhood</p> <p>Walt Disney, from America, is a famous cartoon artist. He created animation film* characters who are known throughout the world. Probably, the most well-known of these is Mickey Mouse who was first brought to life in 1928.</p> <p>Walt was born in 1901 in the city of Chicago but in 1906 he moved to live on a farm in the countryside with his parents, younger sister and three older brothers. As a child, he enjoyed drawing and used to copy pictures from his father’s newspaper. He was such a good artist that one of his neighbours paid him to draw his horse.</p> <p>In 1911 the family moved again – this time to Kansas City. Here, young Walt and his brother Roy woke up at 4:30 every morning to deliver newspapers before school. They repeated this each evening after school for more than six years. This routine was exhausting, and Walt often fell asleep in class. However, he knew he wanted to improve his drawing so he attended art school on Saturdays and kept practising.</p> <p>*animation film – a film made with drawings, not real people</p> |

Source information:

adapted from

https://in.pinterest.com/pin/562316703455147563/sent/?invite_code=d403796d89ab48d58b47deaaf564084b&sender=839147480477285632&sfo=1

https://en.wikipedia.org/wiki/Walt_Disney

https://www.ducksters.com/biography/entrepreneurs/walt_disney.php

Question

- 1 Find and copy one word to answer each of the questions below.
Where does Walt Disney come from?
What is he famous for?

(1 mark)

(Total marks 1)

Mark scheme

| | |
|--|---|
| 1 Find and copy one word to answer each of the questions below. Where does Walt Disney come from? What is he famous for? | |
| Answer | Guidance |
| America artist/ cartoon/ Mickey (Mouse) | Award one mark for two correct answers. |

Question

- 2 (a) Look at the first paragraph. Find one phrase that means the same as 'famous'.

(1 mark)

(Total marks 1)

Mark scheme

| | |
|---|---------------------------------|
| 2 (a) Look at the first paragraph. Find one phrase that means the same as 'famous'. | |
| Answer | Guidance |
| (most) well-known | Award 1 mark for correct answer |

Question

2 (b) Mickey Mouse who was first **brought to life** in 1928.

What does **brought to life** mean?

(1 mark)

(Total marks 1)

Mark scheme

| | |
|--|---------------------------------|
| 2 (b) Mickey Mouse who was first brought to life in 1928. What does brought to life mean? | |
| Answer | Guidance |
| Accept answers that show understanding of the character being animated or created. For example: created/ developed/ animated/ shown on film / drawn. | Award 1 mark for correct answer |

Question

3 Write the year in which each event happens.

| Event | Year |
|-------------------------------|------|
| Walt Disney was born | |
| Walt moved to the countryside | |
| Walt created Mickey Mouse | |

(2 marks)

(Total marks 2)

Mark scheme

| | |
|---|----------|
| 3 Write the year in which each event happens. | |
| Event | Year |
| Walt Disney was born | |
| Walt moved to the countryside | |
| Walt created Mickey Mouse | |
| Answer | Guidance |

| | | |
|-------------------------------|------|--|
| | | Award 1 mark for two correct answers. |
| Event | Year | Award 2 marks for three correct answers. |
| Walt Disney was born | 1901 | |
| Walt moved to the countryside | 1906 | |
| Walt created Mickey Mouse | 1928 | |

Question

4 How many people are there in Walt's family?

(1 mark)

(Total marks 1)

Mark scheme

| | |
|---|---------------------------------|
| 4 How many people are there in Walt's family? | |
| Answer | Guidance |
| 6 | Award 1 mark for correct answer |

Question

5 Give three ways that Walt practised his drawing skills.

(3 marks)

(Total marks 3)

Mark scheme

| | |
|---|---|
| 5 Give three ways that Walt practised his drawing skills. | |
| Answer | Guidance |
| <ul style="list-style-type: none"> • copying pictures from (his father's) newspaper • drawing (his neighbour's) horse • (attending) art school | Award 1 mark for each correct answer to a maximum of three marks. |

Question

6 Why was Walt often tired at school?

(1 mark)

(Total marks 1)

Mark scheme

| | |
|--|-----------------------------------|
| 6 Why was Walt often tired at school? | |
| Answer | Guidance |
| <ul style="list-style-type: none">• he delivered newspapers/ worked before (and after) school• he woke up at 4.30 and delivered newspapers/worked | Award 1 mark for correct answer . |

Question

7 Select one option to complete this sentence.

Roy is Walt's:

- A. Father
- B. Friend
- C. Brother
- D. Horse

(1 mark)

(Total marks 1)

Mark scheme

| | |
|--|----------|
| 7 Select one option to complete this sentence. Roy is Walt's: A. Father B. Friend C. Brother D. Horse | |
| Answer | Guidance |
| C. brother | |

Question

8 Give two opinions you have of Walt’s personality.
 Select evidence from the text to support your opinion.
 Complete this table.

| I think Walt is: | Evidence from the text |
|------------------|------------------------|
| | |
| | |

(4 marks)

(Total marks 4)

Mark scheme

| <p>8 Give two opinions you have of Walt’s personality. Select evidence from the text to support your opinion. Complete this table.</p> | | | | | | | | | | | |
|--|--|------------------------|---|--|---|---|------------------|--|------------|--|--|
| <table border="1"> <thead> <tr> <th>I think Walt is:</th> <th>Evidence from the text</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | | I think Walt is: | Evidence from the text | | | | | | | | |
| I think Walt is: | Evidence from the text | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Answer | Guidance | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>I think Walt is:</th> <th>Evidence from the text</th> </tr> </thead> <tbody> <tr> <td>For example: Hard-working, resilient, patient</td> <td>He continues to practise his drawing He works before (and after) school</td> </tr> <tr> <td>Creative, inventive, artistic, talented</td> <td>He enjoys his drawing He has created characters (Mickey Mouse)</td> </tr> <tr> <td>Family -oriented</td> <td>Works with his brother Has a large family</td> </tr> <tr> <td>Successful</td> <td>He has created a famous film character</td> </tr> </tbody> </table> | I think Walt is: | Evidence from the text | For example: Hard-working, resilient, patient | He continues to practise his drawing He works before (and after) school | Creative, inventive, artistic, talented | He enjoys his drawing He has created characters (Mickey Mouse) | Family -oriented | Works with his brother Has a large family | Successful | He has created a famous film character | <p>Award 1 mark for each correct opinions (I think Walt is) to a maximum of two marks.</p> <p>Award 2 marks for one correct opinion accompanied by one relevant item of evidence from the text.</p> <p>Award 4 marks for two correct opinions accompanied by two relevant items of evidence from the text.</p> <p>Accept appropriate interpretations of Walt’s personality that are based within the text.</p> |
| I think Walt is: | Evidence from the text | | | | | | | | | | |
| For example: Hard-working, resilient, patient | He continues to practise his drawing He works before (and after) school | | | | | | | | | | |
| Creative, inventive, artistic, talented | He enjoys his drawing He has created characters (Mickey Mouse) | | | | | | | | | | |
| Family -oriented | Works with his brother Has a large family | | | | | | | | | | |
| Successful | He has created a famous film character | | | | | | | | | | |

English6JS

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Content reference from the learning ladder | Marks |
|---------------|-----------|-----------|-----------|-----------|--|-------|
| English6JS | 1 | | | | | 1 |

| Item identity | AO1 marks | AO2 marks | AO4 marks | Marks |
|--------------------|-----------|-----------|-----------|-----------|
| English6JS1 | 2 | | | 2 |
| English6JS2 | 1 | | | 1 |
| English6JS3 | | 1 | | 1 |
| English6JS4 | | 1 | | 1 |
| English6JS5 | | 2 | | 2 |
| English6JS6 | 1 | | | 1 |
| English6JS7 | | 1 | | 1 |
| English6JS8 | | 1 | | 1 |
| English6JS9 | | 2 | | 2 |
| English6JS9b | | | 1 | 1 |
| English6JS10 | | | 2 | 2 |
| Total Marks | 4 | 8 | 3 | 15 |

Item purpose

This question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use information within the text to generate a personal response (AO4).

Mark scheme

| | |
|---|---|
| 1 Where did the miser hide his coins? Select two correct answers. A. In his house B. Under a bed C. In his garden D. Under a plant E. Under some stones | |
| Answer | Guidance |
| C. In his garden E. Under some stones | Award 1 mark for each correct answer to a maximum of two. |

Question

2 What did the miser do with the coins each day?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|---|---------------------|
| 2 What did the miser do with the coins each day? | |
| Answer | Guidance |
| <ul style="list-style-type: none">Went to find them/ the coinsCounted them / the coins | Accept paraphrases. |

Question

3 We learn that 'the gold' is the miser's 'wealth'.

From the first paragraph, find and copy one word that is a synonym of 'wealth'?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|---------------------------------|
| 3 We learn that ‘the gold’ is the miser’s ‘wealth’. From the first paragraph, find and copy one word that is a synonym of ‘wealth’? | |
| Answer | Guidance |
| Treasure | Accept minor slips of spelling. |

Question

4 How did the thief choose the time when it would be best to rob the miser?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|--|
| 4 How did the thief choose the time when it would be best to rob the miser? | |
| Answer | Guidance |
| <ul style="list-style-type: none">• Followed the miser and his routine• Waited for the old man to go back into the house.• Waited until the evening so he could rob while it was dark. | Accept paraphrases of correct answers. |

Question

5 Give **two** reasons from the text that show the old man was foolish.

(2 marks)

(Total marks 2)

Mark scheme

| | |
|---|---|
| 5 Give two reasons from the text that show the old man was foolish. | |
| Answer | Guidance |
| <ul style="list-style-type: none">• He hid his treasure in a pit under some stones in his garden• He followed the same routine every day.• He never spent / planned to spend the gold he saved. | Award 1 mark for each correct answer to a maximum of two marks. |

Question

6 How did the neighbour know that the miser had been robbed?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|----------|
| 6 How did the neighbour know that the miser had been robbed? | |
| Answer | Guidance |
| Cries/ crying. | |

Question

7 “I never wanted to use the gold to buy anything. I was never going to spend it.”

What do these sentences show about the miser’s character?

(1 mark)

(Total mark 1)

Mark scheme

| 7 "I never wanted to use the gold to buy anything. I was never going to spend it." What do these sentences show about the miser's character? | |
|---|----------|
| Answer | Guidance |
| <ul style="list-style-type: none">• The old man was a miser to his core/ he is single-minded.• He never made use of the wealth he had accumulated.• He only loved the gold, not what he could do with it. | |

Question

8 Why did the neighbour compare the miser's gold to a stone?

Select one answer.

- A. Because the miser hid the gold in the ground.
- B. Because the miser never spent his gold.
- C. Because the gold had been taken.
- D. Because the gold was worthless.

(1 mark)

(Total mark 1)

Mark scheme

| |
|--|
| 8 Why did the neighbour compare the miser's gold to a stone? Select one answer. <ul style="list-style-type: none">A. Because the miser hid the gold in the ground.B. Because the miser never spent his gold.C. Because the gold had been taken.D. Because the gold was worthless. |
|--|

| Answer | Guidance |
|--|----------|
| B. Because the miser never spent his gold. | |

Question

9(a) What did the neighbour think the miser should have done with his money?

Give two answers.

(2 marks)

(Total marks 2)

Mark scheme

| 9 (a) What did the neighbour think the miser should have done with his money? Give two answers. | |
|--|---|
| Answer | Guidance |
| The neighbour thinks that the miser should have: <ul style="list-style-type: none"> • kept his money in the house • spent (some of) the money. | Award 1 mark for each correct answer to a maximum of two marks. |

Question

9(b) Do you agree with how the neighbour treated the miser? Explain your opinion with reasons from the text.

(2 marks)

(Total marks 2)

Mark scheme

| |
|--|
| 9 (b) Did the neighbour treat the miser fairly? Explain your opinion with reasons from the text. |
|--|

| Answer | Guidance |
|--|---|
| <p>For example:</p> <p>Yes: The neighbour was fair because the miser had behaved foolishly/ had allowed himself to be easily robbed/ had been selfish with his gold/ had not enjoyed his gold.</p> <p>No: The neighbour was unfair because s/he was not kind to the miser when he was upset/ made the situation worse for the miser.</p> | <p>Accept paraphrases and other appropriate answers that are founded in the text.</p> |

Question

10 Do you have any sympathy for the miser in this story?

Choose Yes or No, or Yes and No.

Explain your opinion with two reasons from the text.

Explain why or why not

(2 marks)

(Total marks 2)

Mark scheme

| | |
|---|---|
| <p>10 Do you have any sympathy for the miser in this story?</p> <p>Choose Yes or No, or Yes and No.</p> <p>Explain your opinion with two reasons from the text.</p> | |
| <p>Accept answers that offer reasons from the text to support an opinion.</p> <p>For example:</p> <p>No:</p> <p>He just accumulated his gold</p> <p>He never use his gold for his comfort</p> | <p>Award 1 mark for each correct answer to a maximum of two marks.</p> <p>Accept other relevant points if they are supported by appropriate examples from the text.</p> |

| | |
|---|--|
| <p>He did not use his gold to help others</p> <p>He did not keep his gold in a secure location</p> <p>Yes:</p> <p>He wanted to save.</p> <p>It was misfortune that it got stolen.</p> <p>He is a victim of theft.</p> <p>He wasn't harming anyone by collecting his gold.</p> | |
|---|--|

English6SN2

| Subject | Class | Question reference/File name | Content of source description |
|---------|-------|------------------------------|--|
| English | 6 | English6SN2 | An rewritten extract from The Jungle Book by Rudyard Kipling |

| Item identity | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Content reference from the learning ladder | Marks |
|--------------------|-----------|-----------|-----------|-----------|--|-----------|
| English6SN21 | 1 | | | | | 1 |
| English6SN22 | 1 | | | | | 1 |
| English6SN23 | | 2 | | | | 2 |
| English6SN24 | | 1 | | | | 1 |
| English6SN25 | | 2 | | | | 2 |
| English6SN26 | 1 | | | | | 1 |
| English6SN27 | | 1 | | | | 1 |
| English6SN28 | | 1 | | | | 1 |
| English6SN29 | 1 | | | | | 1 |
| English6SN210 | | | | 4 | | 4 |
| Total marks | 4 | 7 | | 4 | | 15 |

Item purpose

The question assesses a student's ability to find explicit (AO1) and implied meanings (AO2) within a text and to use the information within the text to generate a justification. (AO4).

Source(s)

| | |
|--|--|
| | <p>Text B</p> <p>The Jungle Book</p> <p><i>In this story, a wolf helps to save a small child from a tiger.</i></p> |
|--|--|

| | |
|----|---|
| 5 | <p>Daylight had ended a long time ago but the moon was round and full. In this light, Raksha the wolf could see the small human child. She picked it up carefully and balanced it between her jaws. Then, while she carried it back to the wolf cave, the ‘man-cub’ made gentle noises that she had never before heard. It was not the shouts and cries or bangs and crashes that human usually made when they were near wolves.</p> |
| 10 | <p>Once inside, her own curious cubs, climbed over her to see what she had brought home.</p> <p>Suddenly the cave entrance was filled with the head and shoulders of a mighty tiger. It was Shere Khan, the meanest, hungriest, and angriest creature in the jungle.</p> <p>“Give that man-cub to me,” he roared.</p> <p>“This man-cub is mine,” answered Raksha the wolf. “I shall decide if he will be killed or live to run and hunt with me.”</p> <p>Shere Khan roared his anger and sounds filled the cave like thunder in a valley. However, his huge shoulders made it impossible for him to enter the cave. The wolf family and the man-cub would be safe for tonight.</p> <p>man-cub – a human child</p> |

Source information: A re-written extract from The Jungle Book by Rudyard Kipling

Chapter I. Mowgli’s Brothers

https://www.gutenberg.org/files/236/236-h/236-h.htm#link2H_4_0001

Question

1 What time of day is it in the story?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|---------------------------------|
| 1 What time of day is it in the story? | |
| Answer | Guidance |
| night/ evening | Award 1 mark for correct answer |

Question

2 What sound does the man-cub make?

Select one answer.

- A. shouts
- B. cries
- C. gentle noises
- D. bangs and crashes

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|----------|
| 2 What sound does the man-cub make? Select one answer. A. shouts B. cries C. gentle noises D. bangs and crashes | |
| Answer | Guidance |
| C. gentle noises | |

Question

3 Look at the first paragraph.

Find and copy **two** phrases that show Raksha the wolf is kind to the child
sound does the man-cub make?

(2 marks)

(Total marks 2)

Mark scheme

| | |
|---|---|
| 3 Look at the first paragraph. Find and copy two phrases that show Raksha the wolf is kind to the child | |
| Answer | Guidance |
| (she) picked it up (carefully) balanced it between her jaws carried it (back to the wolf cave) | Award 1 mark for each correct answer to a maximum of two marks. |

Question

- 4 Find and copy **one** word that means the wolf cubs were very interested in the child?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|---|----------|
| 4 Find and copy one word that means the wolf cubs were very interested in the child. | |
| Answer | Guidance |
| curious | |

Question

- 5(a) Find and copy **two** words that show Shere Khan is a bad character.

(1 mark)

(Total mark 1)

Mark scheme

| | |
|---|---------------------------------|
| 5 (a) Find and copy two words that show Shere Khan is a bad character. | |
| Answer | Guidance |
| meanest/ angriest | Award 1 mark for correct answer |

Question

5(b) Find and copy **one** word that shows he is strong.

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|---------------------------------|
| 5 (b) Find and copy one word that shows he is strong. | |
| Answer | Guidance |
| mighty | Award 1 mark for correct answer |

Question

6 Copy these events from the story in the order that they happen.

- A. Child is in the cave.
- B. Wolf sees child.
- C. Child is alone.
- D. Tiger arrives.

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|---------------------------------|
| 6 Copy these events from the story in the order that they happen. Child is in the cave. A. Child is in the cave B. Wolf sees child. C. Child is alone. D. Tiger arrives. | |
| Answer | Guidance |
| C. Child is alone. B. Wolf sees child. A. Child is in the cave. E. Tiger arrives. | Award 1 mark for correct answer |

Question

7 Why does Raksha the wolf say “This man-cub is mine”? .

(1 mark)

(Total mark 1)

Mark scheme

| | |
|---|--|
| 7 Why does Raksha the wolf say “This man-cub is mine”? | |
| Answer | Guidance |
| to protect the child to show she is not scared of the tiger/Shere Khan to show that she will decide what to do with the child | Award one mark for one correct answer. |

Question

8 Shere Khan roared his anger and sounds filled the cave *like thunder in a valley*.

What does *like thunder in a valley* show about Shere Khan.

Select **one** answer.

He is very loud.

He is very strong.

He is very dark.

He is very deep.

(1 mark)

(Total mark 1)

Mark scheme

| |
|---|
| 8 Shere Khan roared his anger and sounds filled the cave <i>like thunder in a valley</i> . What does <i>like thunder in a valley</i> show about Shere Khan. Select one answer. A. He is very loud. |
|---|

| | |
|---|----------|
| B. He is very strong. C. He is very dark. D. He is very deep. | |
| Answer | Guidance |
| A. He is very loud. | |

Question

9 What stopped the tiger from entering the cave?

(1 mark)

(Total mark 1)

Mark scheme

| | |
|--|---|
| 9 What stopped the tiger from entering the cave? | |
| Answer | Guidance |
| (his) shoulders (his) size the entrance is too small for him | Award one mark for one correct answer. Do not accept : the wolf. |

Question

10 What are your opinions of Raksha the wolf from this text?

Give **two** opinions and find evidence from the text to support each one.

| Opinion | Evidence from the text |
|---------|------------------------|
| | |
| | |

(4 marks)

(Total marks 4)

Mark scheme

| | |
|--|------------------------|
| 10 What are your opinions of Raksha the wolf from this text? | |
| Opinion | Evidence from the text |

| Answer | | Guidance |
|---|--|---|
| For example: | | <p>Award 1 mark for two appropriate character opinions.</p> <p>Award 2 marks for one character opinion and one item of evidence from the text.</p> <p>Award 2 marks for two character opinions and two (different) items of evidence from the text.</p> <p>Accept other appropriate and relevant answers that are grounded in the text.</p> <p>Accept paraphrase or quotations as evidence.</p> |
| Opinion | Evidence from the text | |
| brave/ powerful | She is not afraid of the tiger. She says 'This man-cub is mine'. | |
| kind/ protective /motherly | She saves the man-cub from the tiger. She carries the child home. | |
| patient/ careful | She carries the child carefully. | |
| curious /intelligent | She makes comparison between the child and other humans | |
| <p>8 Shere Khan roared his anger and sounds filled the cave <i>like thunder in a valley</i>. What does <i>like thunder in a valley</i> show about Shere Khan. Select one answer.</p> <p>E. He is very loud. F. He is very strong. G. He is very dark. H. He is very deep.</p> | | |
| Answer | | Guidance |
| B. He is very loud. | | |