

Blue A (KS2) Test 1 Marking Guidance: Dance Around the World

Recommended for: Year 5 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Blue A	Draw inferences and, with support, justify inferences, including some that are less clearly suggested by the text.	The text says that people dance all over the world.	1	Because the word 'popular' is in the question, pupils may expect to see it in the text.	Think about what the words 'all over the world people dance' might mean.
2	Literal Comprehension: Information Retrieval Blue A	Retrieve and record information from non-fiction, identifying key ideas.	To tell a story; to celebrate special events	1	Pupils may give their own view and not refer to the text. The answer to the question is within one sentence but some pupils may only pick up on one of the reasons.	Look for the answer in the text extract – don't just consider what you already know.
3	Literal Comprehension: Accuracy Blue A	Explain meaning of an unfamiliar word in context.	Accept answers like: We can tell from the dance what the dancer is feeling; The dancer can make us feel happy or sad.	1	Pupils may not realise that 'emotion' is a synonym for feelings.	When you meet a word or phrase you don't understand, read the sentences around it carefully. This can often give you clues about the meaning.
4	Literal Comprehension: Information Retrieval Blue A	Retrieve and record information from non-fiction.	Drumming	1	The text does not mention that a drum is a type of musical instrument, so pupils have to make the connection to answer the question.	Think about how the music is made and so how it could be described.

5	Inference: Making Inferences Blue A	Draw inferences including some that are less clearly suggested by the text.	To show that no one is more important than anyone else; to make it fair	1	To answer this question, pupils have to recognise that 'no person is above another' means no one is more important and that 'equal' is a synonym for 'fair'. Some pupils may still be looking for some of the question words in the text.	Re-read the paragraph and consider what the circle shows about people.
6	Literal Comprehension: Information Retrieval Blue A	Retrieve and record information from non-fiction.	True: Flamenco is accompanied by the guitar; Flamenco is a traditional dance. False: Singing always accompanies flamenco; Flamenco songs are usually happy.	1	Pupils may not read the text carefully and not make the distinction between 'often' and 'always'. They may not reflect that 'usually' is not the same as 'can be'.	Read the text carefully. Think about how the words 'often' and 'can be' affect meaning.
7	Literal Comprehension: Accuracy Blue A	Explain meaning of an unfamiliar word in context.	Fancy / lots of fast stamping movements	1	Pupils may assume that one meaning of 'complicated' can apply to all contexts (e.g. a complicated sum).	Think about the word 'complicated' in the context of dance.

8	Language for Effect: Literary Language Blue A	With support, discuss how authors use language, including similes.	The movement of the dancers' feet Rain falling on a window	2	The pupil may not recognise the comparison in the simile.	When reading independently, make a note of any similes you find, for discussion in Guided Reading.
9	Language for Effect: Literary Language Blue A	With support, discuss how authors use language, including similes, considering the impact on the reader.	It makes you think how <i>fast</i> (1 mark) the dancers' feet are moving and the <i>noise</i> that makes (1 mark).	2	Some pupils can identify similes (see question 8), but are less confident at commenting on the effectiveness of the comparison.	Think about what the simile adds to the description. In what two ways are the dancers' feet like raindrops?
10	Literal Comprehension: Information Retrieval Blue A	Answer questions about similarities and differences.	Dancers have to be very fit. The dances are very fast.	1	This question requires pupils to skim over the paragraphs under two sub-headings. Some pupils may be distracted when they see facts about one dance (e.g. women wear frilly dresses) and forget that that is not a feature of both dances.	Skim read the information about both sorts of dance and find facts that are true of both dances – and the dancers.
11	Literal Comprehension: Information Retrieval Blue A	Retrieve information from non-fiction.	They even train the muscles in their eyes.	1	The fact that the verb 'train' is not repeated after the dash in this sentence may muddle some pupils.	Read the last sentence about muscle training again. What is the effect of the information given after the dash?

12	Inference: Making Inferences Blue A	Distinguish between statements of fact and opinion when both are included in a text.	<p>Fact: Kathakali dancers use their faces to show their feelings; In kathakali dancing the movements tell the story.</p> <p>Opinion: Kathakali dancing is beautiful; The kathakali dances that tell a story of evil are the best.</p>	1	Some pupils may be unclear about the distinction between fact and opinion.	Remember that a fact is something we know to be true. An opinion is what a person thinks or feels about something.
13	Responding to the Text: Personal Response and Evaluation of Text Blue A	With support, provide reasoned justifications for their views in response to prompts.	<p>Pupils must provide three reasons that relate to just one of the dance styles. Each reason must be distinct and not just a rephrasing of an earlier reason. Give 1 mark for each reason.</p>	3	<p>This question requires pupils to read the question carefully and to select their reasons from just one of the dance styles. Some pupils may be inclined to rephrase the same information and present it as a distinct reason, e.g.</p> <ul style="list-style-type: none"> - I would like to wear a beautiful costume decorated with beads. - I would like to wear brightly coloured beads. 	<p>Think about three <i>different</i> things that you like about the dances you choose.</p>

14	Literal Comprehension: Information Retrieval Blue A	Retrieve information from non-fiction	Get to know Hindu tales; learn to move to the beat of the music; train to become strong and flexible. Pupils must tick all three statements correctly to earn 1 mark.	1	Learn to play the drums; learn to dance without showing any feelings	Read the text carefully and check that each statement you tick is true.
15	Themes and Conventions: Text Structure Blue A	With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.	It talks about how, all over the world, people like to dance and that was in the first paragraph. (1 mark) It sums up lots of reasons why they like to dance. (1 mark)	2	Some pupils may be inexperienced at discussing the structure of a text – how an author draws a conclusion that refers back to the beginning.	Compare the opening and closing paragraphs: what elements are the same? Why does the author repeat some ideas?
		Total:		20		