



## Mark schemes

2.

Accept any answer along the following lines:

- *the movement / position of the sun indicated the time of day / they did not need to know the time precisely / because there were other ways they would tell the time / people who work on the land do not need to know the time.*

**1 mark**

2 Award **1 mark** only if all four of the following answers are given:

- *water clock*
- *sundial*
- *candle clock*
- *sandglass / hourglass*

**1 mark**

3 Accept any answer along the following lines:

- *they could be used at night and / or on dull days and / or indoors*

**1 mark**

4 (a) Accept any answer along the following lines:

- *so you can get all the components ready at the outset / getting all the parts is the first thing you need to do to decide whether you can actually make the thing / you can't make a sundial if you can't acquire all the parts*

**1 mark**

(b) Accept any answer along the following lines:

- *because those sentences are important to draw attention to the parts of the text to show you the main things to do*

**1 mark**

(c) (i) Award **1 mark** for any answer along the following lines:

- *you would cut out these shapes and stick them back to back first*

(ii) Award **1 mark** if the response includes an explanation about the ordering of steps in instructions, eg:

- *because they were written / numbered in that order*
- *you do instructions in the order they are written*

**up to 2 marks**

(d) Award **1 mark** for answers which indicate that the styles of presentation differ, eg:

- ***Making a Sundial** is arranged in a list*
- ***The Beginnings of Clocks** is like a story. It tells you about the history of clocks*
- ***The Beginnings of Clocks** is written as a block of text / paragraph / whole line, while **Making a Sundial** is written in different sections / segments / little bits*
- ***The beginnings of Clocks** is written in full sentences while **Making a Sundial** is written in point form*

**1 mark**

(e) Award **1 mark** for answers which indicate the purpose of the different texts, eg

- ***Making a Sundial** tells you how to make the sundial and the other one just describes clocks / because instructions need to be set out clearly for people to do*

**1 mark**

**5 No marks awarded for ticking yes/no box.**

The purpose of this question is to elicit the child's opinion about what makes instructions easy or difficult for 9-year olds.

Award **1 mark** for unsupported opinions, eg:

- *no, because it's too difficult*
- *yes, they are simple / easy*
- *they didn't explain what to do very well*

Award **2 marks** for answers in which the opinion takes account of some aspects of the text such as language / layout / illustrations, eg:

- *no, it uses language which is too difficult for 9 year olds.*
- *no, the instructions are not clear, but the illustrations help*
- *yes, it has a lot of useful information in the instructions*

Award **3 marks** for answers which consider more than one aspect of the text and explain how these contribute to the overall ease or difficulty, eg:

- *no, the words alone are not clear enough. They don't actually tell you that you have to draw a shadow marker, you have to guess that by looking at the illustrations*
- *Yes, there are diagrams and a list of what you need also it's broken down into simple steps*

**up to 3 marks**