

En

KEY STAGE

2

LEVELS

3–5

English tests

**English reading test
mark schemes**

2014

National curriculum assessments

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Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. The STA is an executive agency of the Department for Education (DfE).

This booklet contains the mark schemes for the assessment of levels 3–5 English reading. Level threshold tables will be available at www.education.gov.uk/ks2 from Tuesday 8 July, 2014.

The levels 3–5 English reading test consists of a reading booklet and an answer booklet and contains a total of 50 marks.

As in previous years, external markers will mark the key stage 2 national curriculum tests. The mark schemes are made available to teachers after the tests have been taken.

The mark schemes were written and developed alongside the questions. Children's responses from trialling have been added as examples to the mark schemes to ensure they reflect how children respond to the questions. The mark schemes indicate the criteria on which judgements should be made. In applying these principles, markers use professional judgement based on the training they have received.

The assessment focuses for English reading provide information about the particular processes and skills a child needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark schemes as well as the way they will be used by external markers. The assessment focuses are drawn from the national curriculum and are common across levels 3–5 and level 6 tests. The assessment focuses for English reading are listed on page 4.

The English reading test mark schemes

The range of marks available for each question is given under the mark box at the side of the page in the reading answer booklet.

Incorrect or unacceptable answers are given a **mark of 0**. No half marks are awarded. There are several different answer formats:

- **short answers**
These may be only a word or phrase and **1 mark** may be awarded for a correct response.
- **several line answers**
These may be phrases or a sentence or two and up to **2 marks** may be awarded.
- **longer answers**
These require a more detailed explanation of the child's opinion and up to **3 marks** may be awarded.
- **other answers**
Some responses do not involve writing and the requirements are explained in the question.

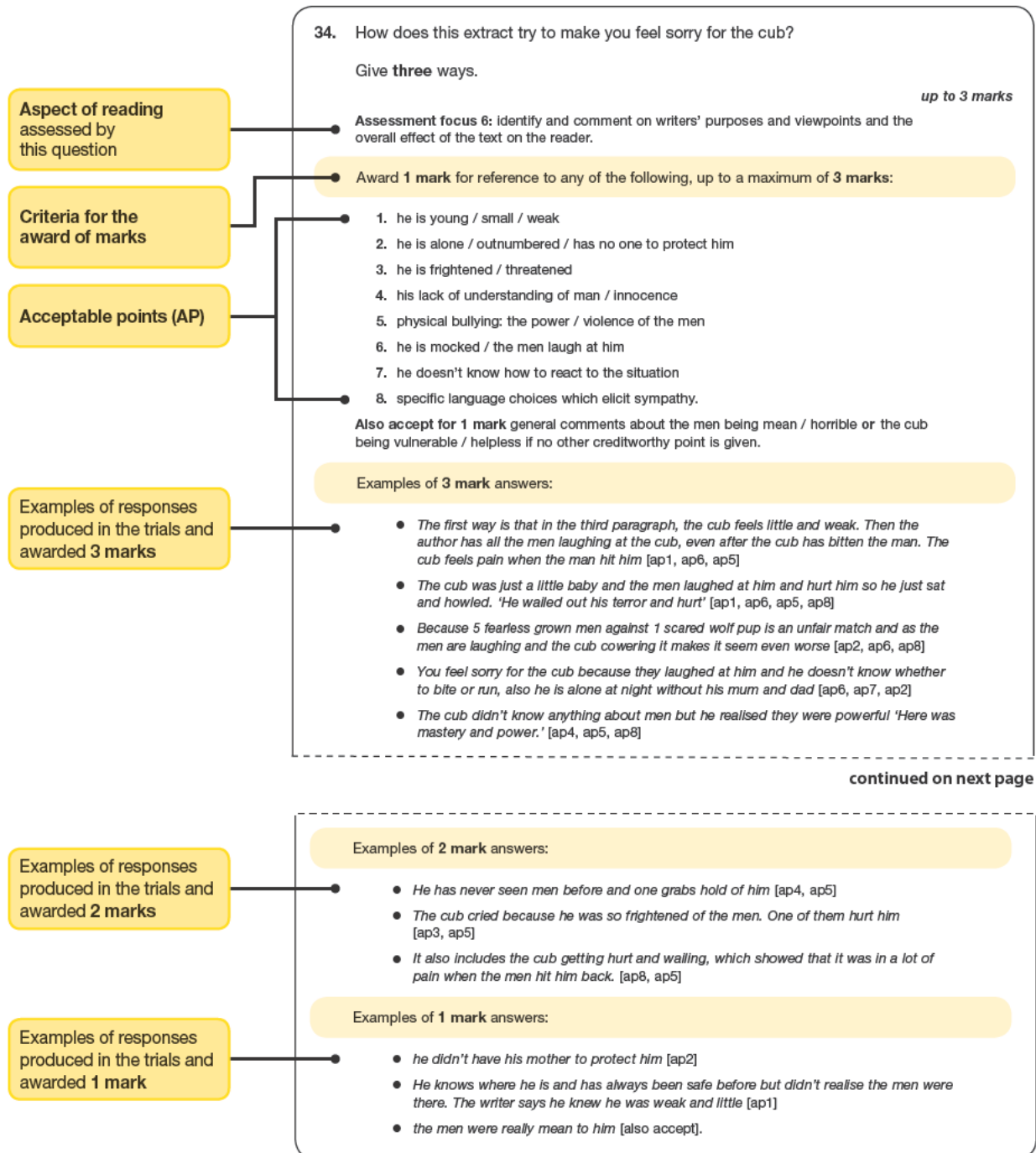
The mark schemes were devised after trialling the tests with children and contain examples (these are shown in italics) of some frequently occurring correct answers given in the trials. Many children will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction, etc.

Assessment focuses for English reading

The aspects of reading to be assessed are children's ability to:

- AF1** Use a range of strategies, including accurate decoding of text, to read for meaning
- AF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- AF3** Deduce, infer or interpret information, events or ideas from texts
- AF4** Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- AF5** Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- AF6** Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader
- AF7** Relate texts to their social, cultural and historical contexts and literary traditions.

How the English reading mark schemes are set out



6 2014 key stage 2 levels 3–5 English reading test mark schemes

The following table identifies the questions (with marks available) that address each assessment focus (AF):

	AF2	AF3	AF4	AF5	AF6	AF7
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions</i>
Section 1:						
Q1	1					
Q2	1					
Q3	1					
Q4				1		
Q5	1					
Q6					1	
Q7						1
Q8				1		
Q9				1		
Q10		2				
Q11		2				
Q12			1			
Section 2:						
Q13	1					
Q14a	1					
Q14b	1					
Q15	1					
Q16		2				
Q17	2					
Q18		1				
Q19		2				
Q20	1					
Q21	1					
Q22a	1					
Q22b		1				
Q23		1				
Q24						1
Section 3:						
Q25		1				
Q26a	1					
Q26b		1				
Q26c	1					
Q27	1					
Q28	1					
Q29		2				
Q30				2		
Q31a				1		
Q31b				1		
Q32		2				
Q33			1			
Q34					3	
Q35			1			
Total	17	17	3	7	4	2

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly assessed separately at key stage 2. Not all focuses will be appropriate to, or appear in, any one test at any given level.

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The 2014 English reading test mark schemes

Section 1: *The Humble Potato*

Reading answer booklet: Page 4

1. Where were potato plants first grown for food?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for:

- South America.

Do not accept America

2. How long could the *chuno* pulp be stored for?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for:

- (up to) ten years.

Reading answer booklet: Pages 4 and 5

3. Which of these were the Spanish traders looking for?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

potatoes

food

gold

farms

4. Look at the section headed: ***Where it all began.***

Find and copy one phrase which shows that some people in Europe were unsure about eating potatoes.

1 mark

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for any **one** of the following quotations:

1. *(they were) regarded with suspicion*
2. *(many people thought they) weren't suitable (for humans to eat)*
3. *(partly because of their) odd shape*
4. *(they were grown) just as food for animals.*

Reading answer booklet: Page 5

5. What did Spanish fishermen use to preserve fish?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

milk

soil

salt

water

6. Look at the section headed: ***How the potato arrived in Britain.***

Find and copy a phrase that suggests that people are not sure how the potato first came to Britain.

1 mark

Assessment focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Award **1 mark** for any **one** of the following acceptable quotations:

1. *(There are) different opinions (about how the potato came to Britain)*
2. *(It is) believed (that the sailors gave some of their potatoes to the farmers)*
3. *One view (is that Spanish fishermen ate potatoes)*
4. *Another view (is that Sir Walter Raleigh)*
5. *It is said (that he gave a potato plant to Queen Elizabeth).*

Do not accept: *Legend has it (that the cooks threw away the potatoes).*

Do not accept responses which quote a complete sentence from the text.

Reading answer booklet: Page 6

7. Look at the section headed: ***How the potato arrived in Britain.***

Identify **one** piece of information which shows that potatoes were an exciting discovery.

1 mark

Assessment focus 7: relate texts to their social, cultural and historical contexts and literary traditions.

Award **1 mark** for answers that refer to one of the following:

1. they were suitable for royalty
 - *Sir Walter Raleigh gave Queen Elizabeth I a potato plant as a present*
 - *they were fit for a queen to eat*
2. they were given as a gift
 - *they gave them as presents*
3. a feast was held (to celebrate them)
 - *they had a feast to eat the potatoes.*

Also award 1 mark for answers that refer to the fact that potatoes came to Britain from the Americas, which was unusual / a long way to bring them at the time, eg:

- *Sir Walter Raleigh, an explorer, went to America to get potatoes and no one usually got food from that far away*
- *he brought them back from America which was a long way away.*

8. *Legend has it that the cooks threw away the potatoes...*

Draw a line to show the phrase that is closest in meaning to *Legend has it*.

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for a correctly drawn line.

Legend has it

- it is certain that
- it is believed that
- it is hoped that
- it is not that

Reading answer booklet: Page 7

9. Look at the section headed: ***How the potato arrived in Britain.***

Why are the words (*which are poisonous*) written in brackets?

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

to explain to the reader that they are deadly

to explain why they were boiled

to explain why they were thrown away

to explain why people were ill

Reading answer booklet: Page 7

10. Look at page 5.

Explain why the potato crop is important to people today, all over the world.

Give **two** reasons.

Up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for each acceptable point up to a maximum of **2 marks**.

Acceptable points:

1. easy to grow / grow in poor soil
 - *because potatoes are easy to grow*
2. perfect for (farmers in) the developing world
 - *people in poor countries can grow a good supply of food*
3. potatoes are good for you / details of nutritional qualities
 - *because potatoes are good to eat, very healthy and full of vitamins*
 - *it's important because it gives us healthy food, full of vitamin C and fibre and carbohydrates and vitamin B6 – and they're low in fat so they won't make you fat*
4. they yield a good harvest
 - *they produce a good harvest*
5. can be converted into fuel for cars
 - *and they can also be used to make fuel for cars when petrol is running out.*

Reading answer booklet: Page 8

11. *No wonder they were winners!*

Why is the writer not surprised that they were the winning school?

Give **two** reasons.

Up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for each acceptable point up to a maximum of **2 marks**.

Acceptable points:

1. having a child on frost watch (every day)
 - *because they made it a duty for one of the school children to be on frost watch*
 - *because they had set up a frost watch*
2. bringing the potatoes indoors if it was frosty
 - *they brought the potatoes inside to avoid the frost*
3. the effort involved / commitment of the school / pupils
 - *it took a lot of effort to bring them in*
 - *they chose to be on duty every night*
 - *they would have had to work really hard to do all those things*
 - *so lots of children had to be involved in the frost watch.*

Also accept for 1 mark responses which quote the whole sentence, eg:

- *In 2011 the winning school had a child on frost watch at the end of every school day, and if there was a chance of frost at night, they brought their pots of potatoes indoors.*

Reading answer booklet: Page 8

12. Look at the information on pages 4 and 5.

How is the information on page 4 different from the information on page 5?

1 mark

Assessment focus 4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Award **1 mark** for responses that recognise that page 4 is about the past / the discovery of the potato and that page 5 is about the present day, eg:

Example responses for page 4:

- *...everything on that page is about things that happened in the past*
- *...is about how the potato was discovered*
- *...is about where it all began*

Example responses for page 5:

- *...everything is about what is happening now*
- *...is about the 21st century*
- *...is about the potato today.*

Section 2: *Weird but wonderful... The Octopus*

Reading answer booklet: Page 9

13. What allows octopuses to be *extremely flexible*?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for answers that refer to octopuses having no bones, eg:

- *boneless*
- *they have no bones.*

Also accept they are invertebrates / they have no backbone.

Do not accept synonyms for flexible, eg:

- *they are squishy / bendy.*

14. (a). Which body part does an octopus use to move through the water?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for answers that refer to the siphon.

(b). How does this body part help it to move?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for answers that refer to water being squirted / blown / pushed water through the siphon (force of the water), eg:

- *it blows water through it*
- *squirting jets of water through the siphon.*

Do not accept answers referring to the release of water with no reference to force, eg:

- *water comes out through the siphon.*

Reading answer booklet: Pages 9 and 10

15. Where is most of an octopus's nervous system located?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award 1 mark for:

- tentacles.

Do not accept: brain

16. The table on page 8 contains information that is weird but wonderful about octopuses' tentacles.

Give **two** other pieces of information about octopuses' tentacles that could have been included in this table.

up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award 1 mark for answers that refer to any of the following up to a maximum of 2 marks:

1. when detached, it can move / function / feed an imaginary mouth
 - *If it is cut off, it can still move*
 - *It tries to feed itself when detached*
2. can (lose and) regrow / lose if necessary
 - *They can lose a tentacle and re-grow it later*
3. has ability to 'taste'
 - *It can taste from its tentacles*
4. contains the majority of its nerve cells
 - *Most of its nerves are in the tentacles.*

Do not accept any details already included in the table, eg:

- *It has 8 tentacles*
- *240 suckers.*

Reading answer booklet: Pages 10 and 11

17. How does releasing black ink help the octopus to escape from predators?

Give **two** ways.

up to 2 marks

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for referring to any of the following up to a maximum of **2 marks**:

1. the predator can't see the octopus / the ink blocks the predator's view
2. the predator can't smell the octopus / the ink reduces the predator's ability to smell.
3. gives them longer to escape
4. makes them harder to track.

18. Look at the section headed: ***Defence and attack.***

Octopuses can squeeze into small spaces. How does this protect them?

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for responses which identify that predators can't reach them (may be implied), eg:

- *Other animals cannot reach into the tiny spaces to get them*
- *predators are too big to get at them.*

Do not accept references to hiding without further development.

Reading answer booklet: Pages 11 and 12

19. Octopuses are very determined.

Give **two** examples from the text that support this.

up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for any of the following up to a maximum of **2 marks**:

1. they can break out of / into tanks / board fishing boats / open cargo holds (to get food)
 - *they break into other tanks to get food*
 - *they break out of their own tanks and into other ones to find food*
2. (it took Frida) anything up to an hour to open the jar
 - *the German octopus wouldn't stop until the jar was open*
 - *Frida didn't give up until she'd opened the jar*
 - *Frida tried to open the jar for a whole hour*
3. they will lose a tentacle in order to escape a predator
 - *if they are being chased by a predator, they will even lose a tentacle to escape.*

20. What is special about *Octopus Wolfi*?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for any of the following:

1. it is the smallest octopus
2. it only weighs 1 g / It is only 1.5 cm long
3. it weighs the same as a raisin.

Reading answer booklet: Page 12

21. Which octopus produces a poison that can kill people?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for answers that identify the Blue-ringed Octopus.

22. (a). What creatures do octopuses eat?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **1 mark** for any of the following:

1. crabs
2. crayfish
3. shellfish
4. shrimps.

(b). What creatures eat octopuses?

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for any of the following:

1. sharks
2. eels
3. dolphins.

Do not accept creatures not mentioned in the text.

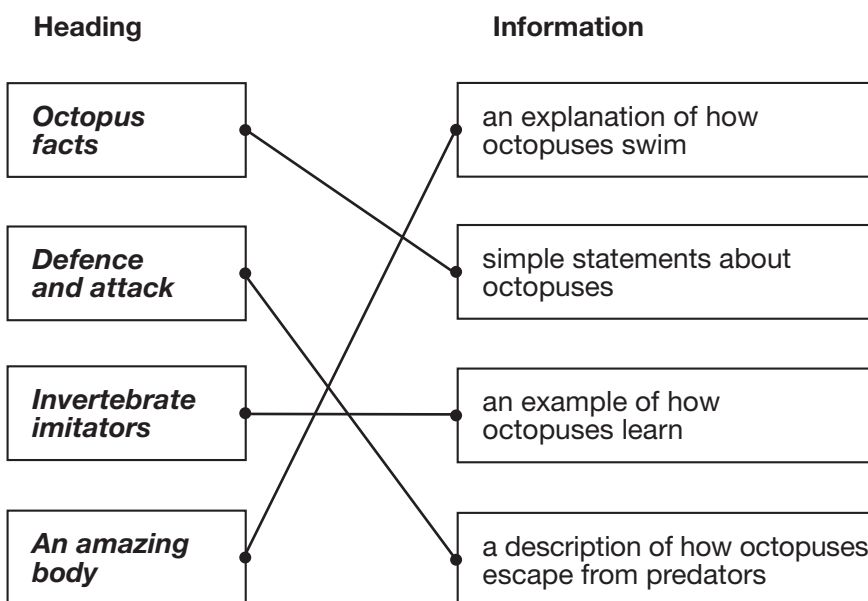
Reading answer booklet: Page 13

23. Draw a line to match the heading with the information that is provided in each text box of *Weird but wonderful... The Octopus*.

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award 1 mark for all boxes correctly matched.



Reading answer booklet: Page 13

24. Where would you expect to find the text *Weird but wonderful... The Octopus*?

1 mark

Assessment focus 7: relate texts to their social, cultural and historical contexts and literary traditions.

Award **1 mark** if the correct answer is ticked.

Tick **one**.

on the front page of a newspaper

in an advertising leaflet for an aquarium

in a report on a scientific investigation

in a magazine about the natural world

Section 3: *White Fang*

Reading answer booklet: Page 14

25. Who does the word *them* in the first sentence refer to?

1 mark**Assessment focus 3:** deduce, infer or interpret information, events or ideas from texts.Award **1 mark** if the correct answer is ticked.Tick **one**.

the men

the trails

the trees

the wolves

Reading answer booklet: Pages 14 and 15

26. Choose the best word or group of words to fit the sentences below and put a ring around your choice.

Award **1 mark** for **each** correct choice.

up to 3 marks

Questions a) and c)

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Question b)

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

- (a). The cub had gone down to the stream for

a sleep.

water.

food.

a swim.

- (b). The cub was careless because

he was fearless.

he knew his mother was near.

he had never come to harm there.

he was wide awake.

- (c). When the men first saw the cub they were

motionless.

noisy.

fascinated.

excited.

27. Find and copy one word or phrase which shows that the cub was used to that particular trail.

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text.

Award **1 mark** for **either** of the following:

1. (due to the) familiarity (of the trail to the pool)
2. (He had) travelled it often.

Reading answer booklet: Page 15

28. Look at the paragraph beginning: *He went down past the blasted pine...*

Give the **two** ways the cub first notices the men.

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text.

Award **1 mark** for reference to both sight and smell.

Also accept for 1 mark the quotation from the text, eg:

- *(Then, at the same instant,) he saw and smelt.*

29. *But at the sight of him the five men did not spring to their feet, nor show their teeth, nor snarl.* (paragraph 2)

What does this show us about the cub's experience of men?

up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **2 marks** for a developed response that recognises that the cub has no experience of men **and** expects them to behave like animals (which can be implied), eg:

- *that he's never seen men before and thinks that they are like some sort of animal*
- *he has only ever encountered other wild animals that show teeth and snarl.*

Award **1 mark** for a simple response referring to the fact that the cub has never seen men before **or** that he expects them to behave like animals, eg:

- *This shows he hasn't seen man before*
- *the cub thought that the humans would show their teeth.*

Reading answer booklet: Page 16

30. Look at the paragraphs beginning: *Nor did the cub move...* and *The cub had never seen...*

Find and copy two phrases which show that humans have total control over animals.

up to 2 marks

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for any of the following, up to a maximum of **two** marks.

1. *(Here was) mastery and power, (something far and away beyond him.)*
2. *(the strange, two-legged animal that was) lord over living things*
3. *(he) cowered down (in a paralysis of fear) / (he cowered down in a) paralysis of fear*
4. *(already half offering the) surrender (that his kind had made...)*
5. *(He was) overwhelmed by his own sense of weakness (and littleness)*

Also accept for 1 mark:

- *(A) great awe (descended upon him.)*

31. *Had he been full-grown, he would have run away. As it was, he cowered down in a paralysis of fear, already half offering the surrender that his kind had made from the first time a wolf came in to sit by man's fire and be made warm.*

(a). **Underline** the phrase that shows that the cub is too frightened to move.

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for:

- *(he cowered down in a) paralysis of fear.*

(b). **Find and copy** the word that suggests the cub is giving up to the humans.

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for:

- *surrender.*

Reading answer booklet: Page 17

32. In the final paragraph the cub's last wail is described as having *more of triumph than grief* in it.

Explain why there is a sense of *triumph* in the cub's last wail.

up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **2 marks** for an explanation that shows he realises both:

1. that his mother is coming (this may be implied)
2. that he will be safe / rescued / get his revenge (this may be implied)
 - *because he knew his mother was coming to rescue him*
 - *he heard his mother and she wouldn't be afraid of the men*
 - *the mother will scare the men away.*

Award **1 mark** for reference to **either** the fact that his mother is coming **or** that he will be safe / rescued / get his revenge (this may be implied), eg:

- *his mother was coming*
- *he heard his mother*
- *he's going to get rescued*
- *the men will be frightened*
- *he will get his revenge.*

Do not accept simple reference to the cub no longer being afraid, eg:

- *because he wasn't frightened any more.*

33. Look at the final paragraph.

Find and copy the sentence which is the turning point in this paragraph.

1 mark

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Award **1 mark** for:

- *In the midst of it, he heard something.*

Also accept for 1 mark:

- *The men heard it too.*

Reading answer booklet: Page 18

34. How does this extract try to make you feel sorry for the cub?

Give **three** ways.

up to 3 marks

Assessment focus 6: identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

Award **1 mark** for reference to any of the following, up to a maximum of **3 marks**:

1. he is young / small / weak
2. he is alone / outnumbered / has no one to protect him
3. he is frightened / threatened
4. his lack of understanding of man / innocence
5. physical bullying: the power / violence of the men
6. he is mocked / the men laugh at him
7. he doesn't know how to react to the situation
8. specific language choices which elicit sympathy.

Also accept for 1 mark general comments about the men being mean / horrible or the cub being vulnerable / helpless if no other creditworthy point is given.

Examples of **3 mark** answers:

- *The first way is that in the third paragraph, the cub feels little and weak. Then the author has all the men laughing at the cub, even after the cub has bitten the man. The cub feels pain when the man hit him [ap1, ap6, ap5]*
- *The cub was just a little baby and the men laughed at him and hurt him so he just sat and howled. 'He wailed out his terror and hurt' [ap1, ap6, ap5, ap8]*
- *Because 5 fearless grown men against 1 scared wolf pup is an unfair match and as the men are laughing and the cub cowering it makes it seem even worse [ap2, ap6, ap8]*
- *You feel sorry for the cub because they laughed at him and he doesn't know whether to bite or run, also he is alone at night without his mum and dad [ap6, ap7, ap2]*
- *The cub didn't know anything about men but he realised they were powerful 'Here was mastery and power.' [ap4, ap5, ap8]*

continued on next page

Reading answer booklet: Page 18

Examples of 2 mark answers:

- *He has never seen men before and one grabs hold of him* [ap4, ap5]
- *The cub cried because he was so frightened of the men. One of them hurt him* [ap3, ap5]
- *It also includes the cub getting hurt and wailing, which showed that it was in a lot of pain when the men hit him back.* [ap8, ap5]

Examples of 1 mark answers:

- *he didn't have his mother to protect him* [ap2]
- *He knows where he is and has always been safe before but didn't realise the men were there. The writer says he knew he was weak and little* [ap1]
- *the men were really mean to him* [also accept].

35. Number the following (1-5) to show the order in which they happen in the story.

The first one has been done for you.

1 mark

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Award **1 mark** for all **four** correctly numbered.

The cub knew his mother was coming to the rescue.	5
The cub bit the man.	4
The men sat there quite still.	2
The cub moved freely through the trees.	1
The cub felt small and helpless.	3

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2014 key stage 2 levels 3–5 English reading: English reading mark schemes

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