Key stage 2

English reading
test mark schemes

Reading answer booklet

Standards & Testing Agency

Contents

1. Introduction

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

The 2018 tests assess the national curriculum. This test has been developed to meet the specification set out in the test framework[1] for English reading at key stage 2 and assesses the aspects of comprehension that lend themselves to a paper test.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2018 tests will be published in July 2018. The standards confirmation meeting will take place in June 2018.

2. Structure of the test

The key stage 2 English reading test comprises:

- a reading booklet containing three texts that increase in demand throughout the booklet
- a reading answer booklet containing questions totalling 50 marks.

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1   www.gov.uk/government/publications/key-stage-2-english-reading-test-framework
2   www.gov.uk/guidance/scaled-scores-at-key-stage-2

3. Content domain coverage

The 2018 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test.

Table 1: Content domain coverage for the 2018 key stage 2 English reading test

	2a	2b	2c	2d	2e	2f	2g	2h
	Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Qu.	Section 1: The Giant Panda Bear							
1		1						
2		1						
3				1				
4		1						
5		1						
6								2
7		1						
8	1							
9	1							
10		2						
11		1						
12	1							
13		1						
14			1					
15				1				
Qu.	Section 2: Grannie							
16	1							
17		1						
18				2				
19		1						
20	1							
21		1						
22	2							
23				2				
24				1				

	2a	2b	2c	2d	2e	2f	2g	2h
	Give / explain the meaning of words in context.	Retrieve and record information / identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify / explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
25				1				
26				1				
27				1				
28			1					
29				1				
Qu.	Section 3: Albion's Dream							
30				1				
31			1					
32				1				
33	1							
34	1							
35	1							
36		1						
37				1				
38				3				
39				2				
40				3				
Total	10	13	3	22				2

4. Explanation of the mark schemes

The range of marks available for each question is given 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.

The mark scheme for each question contains acceptable points, which are indicated either by a numbered list or a square bullet point (if there is only one possible answer). These must be treated as marking principles, not the exact response a pupil needs to give.

They also contain examples of some frequently occurring correct answers given by pupils in the trials. These are shown in italics and are introduced by round bullet points. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate the maximum quotation that is allowed. Copying must be accurate but minor copying errors or introductions such as 'The answer is…' / 'It's…' will be permitted.

The mark schemes may also indicate commonly occurring but incorrect answers that should not be accepted.

Recording marks awarded

Pupils' test papers are scanned so that marking can be conducted on screen by trained markers.

For each question, markers record the award of 3, 2, 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The diagram below exemplifies the content of the mark schemes:

Content domain reference: Aspect of reading assessed by this question.

Acceptable points (APs): These are to be treated as marking principles and should guide marking. Pupils do **not** have to use the exact wording.

Criteria for the award of marks

Examples of responses produced in the trials and awarded 3 marks

Examples of responses produced in the trials and awarded 2 marks

Examples of responses produced in the trials and awarded 1 mark

Qu.	Requirement	Mark
40	Edward found a game. How can you tell that there was something strange about the game? Explain **two** ways, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Acceptable points:** 1. it was hidden / in an unusual location 2. the unusual dice 3. Em Sharp's unusual / negative reaction to the discovery of the game 4. the unusual / mysterious name of the game 5. it was split up 6. Edward's reaction to the game / Em Sharp. **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands.* [AP1 + evidence, AP3] • *The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy.* [AP2 + evidence, AP4] **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *It had weird symbols on the dice. Em Sharp was very determined to get it.* [AP2 + AP3] • *It had a weird name to it 'Albion's Dream'.* [AP4 + evidence]. **Award 1 mark** for **one** acceptable point, e.g. • *Some of its parts were randomly placed on the bookshelf.* [AP5] • *Because he did not let go of the game even though he was told to.* [AP6].	Up to 3m

5. Mark schemes for the English reading test

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark
1	According to the text, approximately how many giant pandas currently live in the wild? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: ■ (around) 1600.	**1m**

Qu.	Requirement	Mark
2	According to some scientists, how does giant pandas' fur help them to survive in the wild? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to disguise / camouflage, e.g. • *to hide them in snow and rocks* • *to help them blend into the snowy mountains.* **Do not accept** answers relating to fur which do not recognise how it helps disguise or camouflage the panda, e.g. • *it keeps them warm.*	**1m**

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark

3	Look at page 4.
	
	Pandas *can grow up to 1.5 metres and weigh up to 150 kilograms.*
	
	What else in the text tells us that giant pandas could be dangerous animals?
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to either of the following:
	
	  1. their razor-like claws, e.g.
	
	      • *their claws are sharp.*
	
	  2. their powerful jaws, e.g.
	
	      • *they have strong jaws for crushing things.*
	
	Do not accept answers which refer simply to claws and jaws without some indication of threat, e.g.
	
	      • *it tells us about their claws and jaws.*
	
	Do not accept answers which swap the qualities of the claws and jaws, e.g.
	
	      • *they have powerful claws*
	      • *razor-like jaws.*
		1m

4	Look at page 4.
	
	According to the text, what do pandas spend the majority of their time doing?
	
	Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction
	
	Award 1 mark for reference to eating / feeding, e.g.
	
	  • *most of the day they eat bamboo*
	  • *they mostly just feed*
	  • *they need to eat all day.*
	
	Do not accept answers which refer to another activity in addition to eating / feeding, e.g.
	
	  • *eating bamboo and sleeping.*
		1m

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark
5	Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen. The first one has been done for you. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for the correct sequence: A cub eats bamboo for the first time. `3` A cub leaves its mother. `5` A cub develops black spots. `2` A cub weighs 31 to 36 kilograms. `4` A cub weighs about the same as an apple. `1`	1m

Qu.	Requirement	Mark
6a	Look at page 4. According to the text, give **one** way that giant pandas are… (a) similar to other bears. **Content domain:** 2h – make comparisons within the text **Award 1 mark** for reference to them having the same body shape as other bears, e.g. • *pandas have the same type of body* • *they are shaped as bears are.* **Do not accept** answers drawing on general knowledge of other bears which is not given as a direct comparison in the text, e.g. • *they are both furry* • *they like honey.*	1m

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark

6b	(b) different from other bears.
	
	Content domain: 2h – make comparisons within the text
	
	Award 1 mark for reference to any of the following:
	
	    1. giant pandas can't / don't hibernate, e.g.
	
	        • *panda bears aren't able to hibernate when it's cold.*
	
	    2. giant pandas needing to eat every day.
	
	Also accept answers which refer to their unusual appearance, e.g.
	
	        • *they have thick black and white fur.*
	
	Do not accept answers drawing on general knowledge of other bears which is not given as a direct comparison in the text, e.g.
	
	  • *they live on mountain slopes in China but bears live in wild forests*
	  • *they don't eat meat that often.*
		1m

| 7 | Look at the section headed: **_Other interesting facts_**.

Complete the sentence below.

Recent studies show that…

Tick **one**.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for:

giant pandas always spend most of their lives alone. ☐
most giant pandas live in captivity. ☐
giant pandas only live in the wild in China. ☐
some giant pandas live in the same area. ☑ | 1m |

| 8 | Look at the section headed: **_Why are people concerned about the giant panda?_**

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

  ■ *puzzling.* | 1m |

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark
9	*...cutting off a **vital** food supply.* What does the word *vital* mean in this sentence? Tick **one**. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: essential ✓ available ☐ useful ☐ healthy ☐	1m

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark
10	According to the text, why are giant pandas under threat of extinction? Give **two** reasons. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: 1. very few being born each year, e.g. • *very few giant pandas are born* • *only a few are born in the wild.* 2. not all the baby giant pandas born in the wild surviving, e.g. • *pandas often die young* • *some baby pandas don't survive.* 3. giant pandas' food supplies diminishing or being cut off, e.g. • *bamboo is harder to find* • *not enough food.* 4. humans moving into giant pandas' territory / destruction of the pandas' habitat, e.g. • *people come into their space* • *their habitat is being destroyed.* 5. humans killing / hunting giant pandas, e.g. • *humans are killing them* • *poaching.* 6. there being very few giant pandas in captivity, e.g. • *there are very few giant pandas in zoos to keep up the number.* 7. there being only around 1600 pandas in the wild, e.g. • *it is thought that only around 1600 giant pandas still survive in the wild* • *because there were only 1600 left in the wild.* **Do not accept** answers that rephrase or define extinction without specifying why pandas are under threat, e.g. • *because their numbers are going down and there will not be any left* • *there is not a large number of them.*	Up to 2m

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark
11	According to the text, how are people trying to help giant pandas survive? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for reference to any of the following: **1.** joining the 'adopt a panda' project, e.g. • *there are projects where people are invited to adopt them* • *by adopting them.* **2.** the creation of panda reserves, e.g. • *panda reserves have been built to help the pandas* • *by creating 50 panda reserves.* **3.** breeding programmes, e.g. • *in zoos people are trying to raise how many pandas there are* • *they are trying to make giant pandas breed.* **4.** people donating money towards supporting them in the wild / researching / protecting / monitoring, e.g. • *lots of people are giving money to help protect giant pandas* • *putting money in to give to researching.* **Do not accept** reference to people trying to return them to the wild.	1m

| 12 | Look at the section headed: ***What about the future?***

Find and **copy one** word that shows that helping the giant panda is not easy.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

    ■ *challenge*. | 1m |

Section 1: The Giant Panda Bear

Qu.	Requirement	Mark

13	Look at page 5.
	
	 What is **one** name that pandas have been called in the past because of their fur?
	
	 Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction
	
	 Award 1 mark for either of the following:
	
	    1. *spotted bear*
	    2. *black and white bear*.
		1m

Qu.	Requirement	Mark
14	Which statement is the **best** summary for the whole of page 5? Tick **one**. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for: How the giant panda first got its name. ☐ How charities raise money for giant pandas. ☐ How people are working to save giant pandas. ✓ How giant pandas' territory is changing. ☐	1m

Qu.	Requirement	Mark
15	Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for all **three** correct:	1m

	Fact	Opinion
Giant pandas are fascinating animals.		✓
Giant pandas' main food in the wild is bamboo.	✓	
Giant panda cubs weigh about 150g when born.	✓	

Section 2: Grannie

Qu.	Requirement	Mark

16	**Find** and **copy one** word from the first verse that shows that the poet's grannie made him feel safe when he was a boy.
	
	Content domain: 2a – give / explain the meaning of words in context
	
	Award 1 mark for any of the following:
	
	    1. *protective*
	    2. *enfold*
	    3. *warm*
	    4. *smile*.
		1m

| 17 | How did the poet's grannie react when he behaved badly?

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for reference to not punishing him, e.g.

• *she did not scold him*
• *she didn't tell him off*
• *but never punished me when I was bad.*

Do not accept answers which focus on grannie's seeming acceptance of his behaviour without reference to her not punishing him, e.g.

• *she behaved like it was no big deal*
• *she stayed the same.* | 1m |

Section 2: Grannie

Qu.	Requirement	Mark
18	The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful. What other impressions do you get of his grannie in the same verse? Give **two** impressions. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: 1. she is gentle / kind, e.g. • *grannie is very caring to the poet*. 2. she is protective, e.g. • *you're safe when you're near her*. 3. she is understanding, e.g. • *she is thoughtful because she knows how he feels*. 4. she is tolerant, e.g. • *she is lenient*.	Up to 2m
19	What was **one** effect of the poet getting injured in the war? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following: 1. his grannie could visit / was nearby, e.g. • *it meant his grannie could come and see him* • *the hospital was near where his granny lived*. 2. he is *lame*, e.g. • *he couldn't walk properly* • *his legs didn't work the way they should*. 3. he can't fight anymore, e.g. • *he couldn't fight in the war*. 4. he is sent home / he is in hospital, e.g. • *he had to come back to England earlier than he expected*.	1m

Section 2: Grannie

Qu.	Requirement	Mark
20	Look at the verse beginning: *Years later...* **Find** and **copy** a group of words that means the same as 'took the opportunity'. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: ■ *(And so I) seized the chance (To write and ask if she could visit me).*	1m
21	What does the poet ask his grannie to do? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to coming to visit him, e.g. • *he asks his grannie to come and see him* • *to visit.*	1m

22	*She came. And I still* **vividly recall**...
	
	What do the words *vividly recall* mean?
	
	Content domain: 2a – give / explain the meaning of words in context
	
	Award 2 marks for responses referring to **both** remembrance **and** clarity, e.g.
	
	• *remember clearly*
	• *remember strongly*
	• *see it like it was happening now.*
	
	Award 1 mark for responses that refer to **one** of the following:
	
	1. remembrance, e.g.
	
	    • *he can remember it from a long time ago*
	    • *remember vividly.*
	
	2. clarity, e.g.
	
	    • *clearly recall.*
		Up to 2m

Section 2: Grannie

Qu.	Requirement	Mark

23	Explain what the poet finds *weird* about his grannie in the last verse.
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 2 marks for either of the following:
	
	   1. how memory has changed his perception of his grannie, e.g.
	
	     • *grannie seemed smaller than he remembered*
	     • *he thought she was small compared to his memory of her, but she wasn't really, it was him that had grown bigger*
	     • *he remembered her as strong and powerful like a mountain but now she looks frail and weak.*
	
	   2. how time has changed his perception of his grannie, e.g.
	
	     • *when he was a child she was huge and now she's tiny*
	     • *she was so small and tiny now that he was older.*
	
	Award 1 mark for reference to the grannie being small / frail with no recognition that his perception of her has changed, e.g.
	
	     • *that his grannie used to be big but now is small*
	     • *a tiny frail old lady.*
	
	Do not accept reference to her age alone, e.g.
	
	     • *she has got much older.*
		Up to 2m

Section 2: Grannie

Qu.	Requirement	Mark

24	*She hobbled through the ward to where I lay*
	And drew quite close and, hesitating, peered.
	
	Why does she hesitate?
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to either of the following:
	
	1. a lack of recognition, e.g.
	  • *she had not seen her grandson since he was a child and she was not sure if it was him*
	  • *she doesn't know if she'll recognise him.*
	
	2. his state of health, e.g.
	  • *she does not know how sick he is*
	  • *she is nervous about seeing his injuries.*
	
	Do not accept reference only to not having seen him for a long time, e.g.
	• *she hasn't seen him for ages.*
	
	Do not accept reference to grannie's feelings without a reason why she feels that way, e.g.
	• *she is worried about the poet.*
		1m

25	What is **one** thing that did **not** change about the grannie as she got older?
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to any of the following:
	
	1. her smile, e.g.
	  • *the way she smiled.*
	
	2. she can make him feel better / her love, e.g.
	  • *she still made the boy happy*
	  • *she was loving*
	  • *she still cares for him.*
	
	3. where she lives, e.g.
	  • *she still lives in the same town.*
		1m

Section 2: Grannie

Qu.	Requirement	Mark
26	Look at the last verse, beginning: *She came.* **Find** and **copy** a group of words that shows that his grannie makes a difference to the poet during her visit. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for: ■ *(And then she smiled: and) love lit up the day.*	1m

Qu.	Requirement	Mark
27	The experience in the last line could best be described as… Tick **one**. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for: amusing. ☐ shocking. ☐ puzzling. ☐ comforting. ☑	1m

Qu.	Requirement	Mark
28	Number the following sentences from 1–5 to show the order in which they happen in the poem. The first one has been done for you. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for the correct sequence: The poet arrives in France. **2** The poet lives with his grannie. **1** The poet is injured. **3** The poet's grannie visits him. **5** The poet writes to his grannie. **4**	1m

Section 2: Grannie

Qu.	Requirement	Mark
29	The poet describes different stages of his life. Tick the **two** verses that are mainly about the poet's **adult life**. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for **both** correct: Verse 1 ☐ Verse 2 ☐ Verse 3 ☑ Verse 4 ☑	1m

Section 3: Albion's Dream

Qu.	Requirement	Mark

30	Look at the first paragraph.
	
	What suggests that the inside of the old farmhouse was not very well looked after?
	
	Give **two** things.
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to any **two** of the following:
	
	  1. dusty, e.g.
	     • *the house had dust everywhere.*
	
	  2. piles of candle wax, e.g.
	     • *no-one had bothered moving the candle wax that was in all the corners.*
	
	  3. cracked basins, e.g.
	     • *there were basins that were cracked.*
	
	  4. smells old / of the past
	
	Also accept reference to untouched books, e.g.
	  • *books which hadn't been handled for a very long time.*
	
	Also accept reference to unused rooms, e.g.
	  • *there were rooms he never saw used.*
		1m

Qu.	Requirement	Mark
31	Look at the first two paragraphs. Which sentence below **best** describes the farmhouse? Tick **one**. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for: It had always been a lifeless place. ☐ No one ever went there by choice. ☐ It seemed stuck in the past. ☑ The outside was better looked after than the inside. ☐	1m

Section 3: Albion's Dream

Qu.	Requirement	Mark
32	Look at page 9. **Find** and **copy one** word which shows that Em Sharp was in charge of the house. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for: ■ *guardian*.	1m

Qu.	Requirement	Mark
33	Look at the second paragraph on page 9. *Left to my own devices...* This means that Edward... Tick **one**. **Content domain:** 2a – give the meaning of words in context **Award 1 mark** for: had lost something. ☐ was confident with equipment. ☐ had a good imagination. ☐ was free to do what he wanted. ✓	1m

Qu.	Requirement	Mark
34	When Edward was exploring the bookcase, he noticed *something in the dark **recesses** of the shelf.* Which of the following words is closest in meaning to *recesses*? Tick **one**. **Content domain:** 2a – give the meaning of words in context **Award 1 mark** for: wood ☐ spaces ✓ contents ☐ design ☐	1m

Section 3: Albion's Dream

Qu.	Requirement	Mark
35	...*it **dawned on me** that the dice ought to belong to a game...* Which of the following is closest in meaning to *dawned on me* as it is used here? Tick **one**. **Content domain:** 2a – give the meaning of words in context **Award 1 mark** for: began to worry me ☐ became clear to me ☑ made me feel better ☐ puzzled me ☐	1m
36	How do you know that the bookcase had not been moved for a long time? Give **two** ways. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to any **two** of the following: 1. cobwebs / dust, e.g. • *the cobwebs were very thick* • *there was dust all over it.* 2. old / assorted debris, e.g. • *there was piles of stuff on the floor behind it.* 3. the grimy box / things behind the bookcase being grimy, e.g. • *the game from behind it was all grimy.* **Also accept** reference to the quotation *old leather-lined bookcases with books that no one had handled for fifty years*.	1m

Section 3: Albion's Dream

Qu.	Requirement	Mark
37	How can you tell that Edward was determined to find the game? Give **one** piece of evidence that shows his determination. **Content domain:** 2d – explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following: 1. conducting a thorough search / looking everywhere, e.g. • *he's searching in every nook and cranny* • *he looked behind every single book* • *it took me some time.* 2. ignoring the dirt / cobwebs behind the bookcase, e.g. • *he even stuck his hand in all the dirt behind it* • *used my hand to sweep out the shallow gap.* 3. moving the bookcase, e.g. • *the bookcase was really heavy but he still tried to move it.* **Do not accept** general definitions of determination without relevant reference to the text, e.g. • *he didn't give up.*	1m

Qu.	Requirement	Mark
38	Look at page 10. What impressions do you get of Em Sharp at this point in the extract? Give **two** impressions, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text	Up to 3m

Acceptable points (impressions)	Acceptable evidence
1. she was angry	• *give me that immediately, Edward* • *that box is mine / it's nothing to do with you / it belongs to me* • *she leapt towards me* • *she came forward with frightening intensity*
2. she was scary / mean	• *I drew back cautiously* • *she came forward with frightening intensity / her hand reaching out for the box* • *she leapt towards me* • *give me that immediately, Edward* • *that box is mine / it's nothing to do with you / it belongs to me*
3. she was bossy / demanding	• *give me that immediately, Edward*
4. she was possessive	• *that box is mine / it's nothing to do with you / it belongs to me* • *give me that immediately, Edward*
5. she was hiding something / secretive	• *that box is mine / it's nothing to do with you / it belongs to me*
6. she was defensive / concerned about the game	• *give me that immediately, Edward* • *that box is mine / it's nothing to do with you / it belongs to me* • *she leapt towards me*
7. she was quick	• *she leapt towards me*

Award 3 marks for **two** acceptable points, at least **one** with evidence.

Award 2 marks for either **two** acceptable points, **or one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

Section 3: Albion's Dream

Qu.	Requirement	Mark

39	In the last paragraph, Edward does not want to give the game to Em Sharp.
	
	Give **two** reasons why he does **not** want to part with it.
	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text
	
	Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:
	
	   1. he worked hard to find it, e.g.
	      • *he had to move a heavy bookcase to find it*
	      • *he went to a lot of effort to get it.*
	
	   2. he found it (so it belongs to him), e.g.
	      • *because he found it, so technically it belongs to him not Em Sharp*
	      • *he found it so he should have it.*
	
	   3. he questions her claim to it, e.g.
	      • *he didn't know if it was hers*
	      • *he wasn't 100% sure it was Em Sharp's.*
	
	   4. he feels a sense of injustice / she's being mean to him, e.g.
	      • *she had no reason to take the game off him*
	      • *it wouldn't be fair for him to give it up now.*
	
	Do not accept speculative answers, e.g.
	• *he wants to find out more about it.*
		Up to 2m

Section 3: Albion's Dream

Qu.	Requirement	Mark
40	Edward found a game. How can you tell that there was something strange about the game? Explain **two** ways, using evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Acceptable points:** 1. it was hidden / in an unusual location 2. the unusual dice 3. Em Sharp's unusual / negative reaction to the discovery of the game 4. the unusual / mysterious name of the game 5. it was split up 6. Edward's reaction to the game / Em Sharp. **Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g. • *Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands.* [AP1 + evidence, AP3] • *The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy.* [AP2 + evidence, AP4]. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g. • *It had weird symbols on the dice. Em Sharp was very determined to get it.* [AP2 + AP3] • *It had a weird name to it 'Albion's Dream'.* [AP4 + evidence]. **Award 1 mark** for **one** acceptable point, e.g. • *Some of its parts were randomly placed on the bookshelf.* [AP5] • *Because he did not let go of the game even though he was told to.* [AP6].	Up to 3m

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