

2019 national curriculum tests

# Key stage 2

## English reading test mark schemes

Reading answer booklet



Standards  
& Testing  
Agency

# Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Structure of the test</b>	<b>3</b>
<b>3. Content domain coverage</b>	<b>4</b>
<b>4. Explanation of the mark schemes</b>	<b>6</b>
<b>5. Mark schemes for the English reading test</b>	<b>8</b>
Section 1: The Park	8
Section 2: Fact Sheet: About Bumblebees	13
Section 3: Music Box	22

# 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 2019 tests assess the national curriculum. This test has been developed to meet the specification set out in the test framework<sup>1</sup> 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<sup>2</sup> for the 2019 tests will be published in July 2019. The standards confirmation meeting will take place in June 2019.

## 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.

---

1 [www.gov.uk/government/publications/key-stage-2-english-reading-test-framework](http://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework)

2 [www.gov.uk/guidance/scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/scaled-scores-at-key-stage-2)

### 3. Content domain coverage

The 2019 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 2019 key stage 2 English reading test**

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

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 2: Fact Sheet: About Bumblebees						
14		1					
15				2			
16				1			
17	1						
18			1				
19		1					
20		1					
21	1						
22		2					
23				1			
24		2					
25		2					
26						1	
27				2			
Qu.	Section 3: Music Box						
28		1					
29						1	
30				1			
31				1			
32				3			
33		2					
34				1			
35		1					
36		1					
37	1						
38						1	
39				3			
<b>Total</b>	<b>6</b>	<b>21</b>	<b>1</b>	<b>18</b>		<b>3</b>	<b>1</b>

## 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:

Qu.	Requirement	Mark
39	<p>What impressions do you get of the relationship between Piper and Micah?</p> <p>Give <b>two</b> impressions, supporting your answer with evidence from the text.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. they know each other well / like each other</li> <li>2. they pretend to be rude to each other</li> <li>3. they work together</li> <li>4. they trust each other</li> <li>5. Piper is in charge</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>They were best buddies because it says she was pretending to be bothered by him though she was happy to see him.</i> [AP1 + evidence]</li> <li>• 2. <i>They like to tease each other.</i> [AP2]</li> <li>• 1. <i>They care about each other.</i> [AP1]</li> <li>• 2. <i>They work together because he finds stuff and she fixes the stuff he finds.</i> [AP3 + evidence]</li> <li>• 1. <i>They are good friends who like to banter with each other she says at the beginning she's 'stunned stiff.'</i> [AP2 + evidence]</li> <li>• 2. <i>Piper seems to be the mature one.</i> [AP5]</li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>You get the impression they are very close friends.</i> [AP1]</li> <li>• 2. <i>Piper acts like she's the boss.</i> [AP5]</li> <li>• 1. <i>They trust each other because he asked for her opinion about how his music box will sell at the market.</i> [AP4 + evidence]</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>Piper and Micah work together to fix the music box.</i> [AP3]</li> </ul>	Up to 3m

**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**

# 5. Mark schemes for the English reading test

## Section 1: The Park

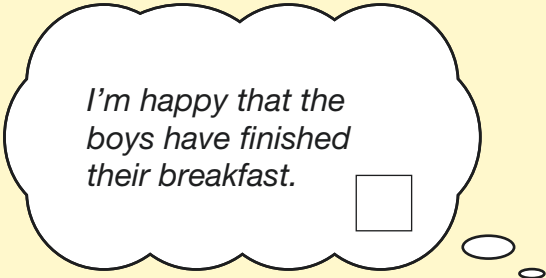
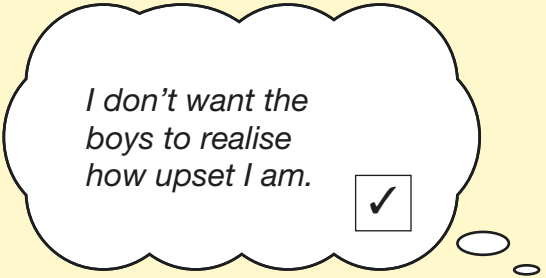
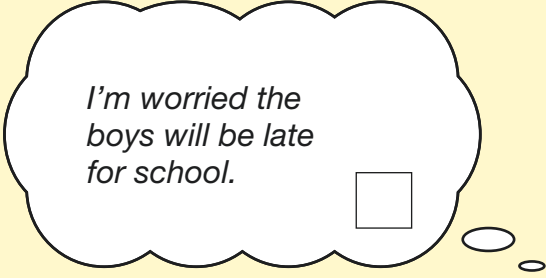
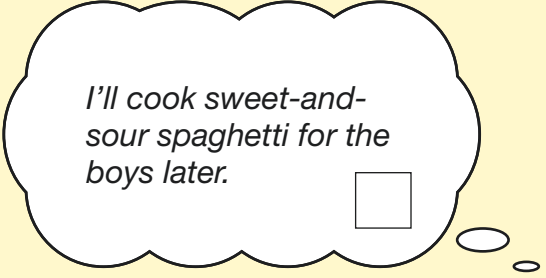
Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"> <li>• <i>just about to tuck into his tea and toast</i></li> <li>• <i>having his breakfast</i></li> <li>• <i>drinking tea.</i></li> </ul>	1m
2	<p>How does Joe know that the letter contains bad news <b>before</b> his mum tells him what it says?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to Joe seeing it on her face, e.g.</p> <ul style="list-style-type: none"> <li>• <i>he could tell because of his mum's expression</i></li> <li>• <i>he could tell from her face</i></li> <li>• <i>by her face.</i></li> </ul> <p><b>Do not accept</b> answers which refer to her facial expression <b>after</b> she tells him the park is closing, e.g.</p> <ul style="list-style-type: none"> <li>• <i>mum's face went pale</i></li> <li>• <i>her jaw dropped</i></li> <li>• <i>her eyes were watery</i></li> <li>• <i>she started crying.</i></li> </ul>	1m
3	<p>What does the letter in the brown envelope tell Joe's mother?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to the closing of the park, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it tells her the park is shut</i></li> <li>• <i>the park is closing</i></li> <li>• <i>that they've shut the park down.</i></li> </ul> <p><b>Also accept</b> answers which refer to Joe's mother losing her job, e.g.</p> <ul style="list-style-type: none"> <li>• <i>that she's losing her job.</i></li> </ul>	1m



## Section 1: The Park

Qu.	Requirement	Mark
4	<p>Look at page 4.</p> <p><b>Find and copy one</b> word which shows that Joe is angry.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>furiously.</i></li> </ul>	1m
5	<p>Look at page 4.</p> <p>In Ajay's opinion, how do people feel about the park?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to everyone loving the park, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Ajay feels that everyone loves the park</i></li> <li>• <i>they love it</i></li> <li>• <i>people think it's great.</i></li> </ul> <p><b>Do not accept</b> answers which only refer to sadness / anger about the park being closed, e.g.</p> <ul style="list-style-type: none"> <li>• <i>angry and upset</i></li> <li>• <i>sad it's closing.</i></li> </ul>	1m
6	<p>Look at the paragraph beginning: '<i>You boys best get to school...</i>' to the end of page 4.</p> <p><i>'But what about...?'</i> Joe started to say.</p> <p>Which words would best complete Joe's question?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark for:</b></p> <p>your breakfast <input type="checkbox"/></p> <p>our games <input type="checkbox"/></p> <p>your job <input checked="" type="checkbox"/></p> <p>our homework <input type="checkbox"/></p>	1m

## Section 1: The Park

Qu.	Requirement	Mark
7	<p>What is Joe's mother thinking after she reads the letter?</p> <p>Tick <b>one</b> thought.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark for:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center; width: 45%;">  <p><i>I'm happy that the boys have finished their breakfast.</i> <input type="checkbox"/></p> </div> <div style="text-align: center; width: 45%;">  <p><i>I don't want the boys to realise how upset I am.</i> <input checked="" type="checkbox"/></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center; width: 45%;">  <p><i>I'm worried the boys will be late for school.</i> <input type="checkbox"/></p> </div> <div style="text-align: center; width: 45%;">  <p><i>I'll cook sweet-and-sour spaghetti for the boys later.</i> <input type="checkbox"/></p> </div> </div>	1m
8	<p>If she was trying to <b>reassure</b> Joe, it wasn't working.</p> <p>What does <i>reassure</i> mean in this sentence?</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for</b> reference to making Joe feel better / less anxious, e.g.</p> <ul style="list-style-type: none"> <li>• <i>make him feel like everything is going to be alright</i></li> <li>• <i>tell him it would be ok</i></li> <li>• <i>trying to comfort him</i></li> <li>• <i>make him not so worried about the park.</i></li> </ul>	1m

## Section 1: The Park

Qu.	Requirement	Mark
9	<p>Look at the paragraph at the top of page 5.</p> <p><b>Find and copy one</b> word that shows the boys do not want to leave the house.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>reluctantly.</i></li> </ul>	1m
10	<p>'Oi!' Ajay yelled, 'what are you doing?'</p> <p>Joe read the sign: 'Under development.'</p> <p>'What's going on?' Joe asked. 'Why have you closed the park?'</p> <p>Joe and Ajay react differently to seeing the man hammering in the sign.</p> <p>How does Joe react?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2h – make comparisons within the text</p> <p><b>Award 1 mark for:</b></p> <p>He is calmer. <input checked="" type="checkbox"/></p> <p>He is ruder. <input type="checkbox"/></p> <p>He is less interested. <input type="checkbox"/></p> <p>He is less worried. <input type="checkbox"/></p>	1m
11	<p>Look at the sign from the story.</p> <p>Who has produced the sign?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for</b> reference to <i>The Department of Progress</i>.</p> <p><b>Also accept</b> answers which refer to the government / the council.</p>	1m

## Section 1: The Park

Qu.	Requirement	Mark
12	<p>Look at the paragraph beginning: <i>Underneath the notice was a...</i> to the end of page 5.</p> <p>What is happening inside the park straight after Joe and Ajay have read the sign?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>the diggers / builders moving in, e.g. <ul style="list-style-type: none"> <li><i>some diggers are going into the park</i></li> <li><i>the diggers are already making their way in</i></li> <li><i>diggers were coming to knock it down.</i></li> </ul> </li> <li>the playground / park being destroyed, e.g. <ul style="list-style-type: none"> <li><i>the park is being knocked down.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> general responses about the new development that do not refer to the destruction of the playground / park, e.g.</p> <ul style="list-style-type: none"> <li><i>they were building luxury flats.</i></li> </ul>	1m

13	<p>Using information from the text, tick one box in each row to show whether each statement is <b>true</b> or <b>false</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for <b>three</b> correct or <b>2 marks</b> for <b>all four</b> correct:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The park has been looked after by a park warden.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>The park is going to be replaced with a shopping centre.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Building work in the park will start at the end of July.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The warden had two weeks' notice of the park's closure.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		True	False	The park has been looked after by a park warden.	✓		The park is going to be replaced with a shopping centre.		✓	Building work in the park will start at the end of July.		✓	The warden had two weeks' notice of the park's closure.		✓	Up to 2m
	True	False															
The park has been looked after by a park warden.	✓																
The park is going to be replaced with a shopping centre.		✓															
Building work in the park will start at the end of July.		✓															
The warden had two weeks' notice of the park's closure.		✓															

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark
14	<p>What is the name of the organisation that produced this fact sheet about bumblebees?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>Bumblebee Conservation Trust.</i></li> </ul> <p><b>Do not accept</b> responses which give part of the name only, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Bumblebee Trust</i></li> <li>• <i>Conservation Trust</i></li> <li>• <i>www.bumblebeeconservation.org.</i></li> </ul>	1m

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark						
15	<p>Look at the section headed: <b>Save our bees</b>.</p> <p>Complete the table below with <b>one</b> piece of evidence from the leaflet to support each statement.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following in the appropriate box, up to a maximum of <b>2 marks</b>:</p> <table border="1" data-bbox="212 739 1393 1839"> <thead> <tr> <th data-bbox="212 739 539 806"></th> <th data-bbox="539 739 1393 806">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 806 539 1520"> <p>The Bumblebee Conservation Trust is worried about bees.</p> </td> <td data-bbox="539 806 1393 1520"> <p>1. bumblebees are <i>struggling to survive</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bumblebees are endangered</i></li> <li>• <i>there are now far fewer flowers to provide bees with the pollen and nectar.</i></li> </ul> <p>2. bumblebees are finding <i>themselves hungry and homeless</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>because they don't have a home and they are going hungry.</i></li> </ul> <p>3. two UK species having <i>become extinct</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bees are slowly going extinct.</i></li> </ul> <p>4. bumblebee numbers having <i>declined sharply</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>population of bees is declining</i></li> <li>• <i>there is less and less of them.</i></li> </ul> <p><b>Do not accept</b> reference to the Bumblebee Conservation Trust asking for our help.</p> </td> </tr> <tr> <td data-bbox="212 1520 539 1839"> <p>The leaflet makes readers feel hopeful for bumblebees.</p> </td> <td data-bbox="539 1520 1393 1839"> <p>5. all not being lost</p> <p>6. we can take action today to help save them, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can take action today</i></li> <li>• <i>we can help to save these hardworking pollinators.</i></li> </ul> <p><b>Do not accept</b> general comments about help, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can help.</i></li> </ul> </td> </tr> </tbody> </table>		Evidence	<p>The Bumblebee Conservation Trust is worried about bees.</p>	<p>1. bumblebees are <i>struggling to survive</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bumblebees are endangered</i></li> <li>• <i>there are now far fewer flowers to provide bees with the pollen and nectar.</i></li> </ul> <p>2. bumblebees are finding <i>themselves hungry and homeless</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>because they don't have a home and they are going hungry.</i></li> </ul> <p>3. two UK species having <i>become extinct</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bees are slowly going extinct.</i></li> </ul> <p>4. bumblebee numbers having <i>declined sharply</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>population of bees is declining</i></li> <li>• <i>there is less and less of them.</i></li> </ul> <p><b>Do not accept</b> reference to the Bumblebee Conservation Trust asking for our help.</p>	<p>The leaflet makes readers feel hopeful for bumblebees.</p>	<p>5. all not being lost</p> <p>6. we can take action today to help save them, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can take action today</i></li> <li>• <i>we can help to save these hardworking pollinators.</i></li> </ul> <p><b>Do not accept</b> general comments about help, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can help.</i></li> </ul>	Up to 2m
	Evidence							
<p>The Bumblebee Conservation Trust is worried about bees.</p>	<p>1. bumblebees are <i>struggling to survive</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bumblebees are endangered</i></li> <li>• <i>there are now far fewer flowers to provide bees with the pollen and nectar.</i></li> </ul> <p>2. bumblebees are finding <i>themselves hungry and homeless</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>because they don't have a home and they are going hungry.</i></li> </ul> <p>3. two UK species having <i>become extinct</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>bees are slowly going extinct.</i></li> </ul> <p>4. bumblebee numbers having <i>declined sharply</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>population of bees is declining</i></li> <li>• <i>there is less and less of them.</i></li> </ul> <p><b>Do not accept</b> reference to the Bumblebee Conservation Trust asking for our help.</p>							
<p>The leaflet makes readers feel hopeful for bumblebees.</p>	<p>5. all not being lost</p> <p>6. we can take action today to help save them, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can take action today</i></li> <li>• <i>we can help to save these hardworking pollinators.</i></li> </ul> <p><b>Do not accept</b> general comments about help, e.g.</p> <ul style="list-style-type: none"> <li>• <i>you can help.</i></li> </ul>							

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark
16	<p><i>In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.</i></p> <p>This suggests that...</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark for:</b></p> <p>farming has helped bees. <input type="checkbox"/></p> <p>paved gardens are attractive. <input type="checkbox"/></p> <p>bees are good at finding their way. <input type="checkbox"/></p> <p>bees have only started struggling recently. <input checked="" type="checkbox"/></p>	1m
17	<p>Look at the section headed: <b><i>What's so different about the bumblebee?</i></b></p> <p>The text refers to the bumblebees' <i>cousins</i>.</p> <p>Who are their <i>cousins</i>?</p> <p><b>Content domain:</b> 2a – give the meaning of words in contexts</p> <p><b>Award 1 mark for</b> reference to honeybees, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the honeybee.</i></li> </ul>	1m
18	<p>Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?</p> <p>Write the name of the section:</p> <p><b>Content domain:</b> 2c – summarise main ideas from more than one paragraph</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>Don't 'bee' confused.</i></li> </ul>	1m

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>it releases pollen that would otherwise stay inside the flower, e.g. <ul style="list-style-type: none"> <li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li> <li><i>it makes a buzz that gets more pollen than other bees do</i></li> <li><i>it helps release more pollen.</i></li> </ul> </li> <li>key produce is more expensive / harder to get without it, e.g. <ul style="list-style-type: none"> <li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li> <li><i>it means we can buy more common foods cheaper</i></li> <li><i>it would be harder to grow beans.</i></li> </ul> </li> </ol>	1m
20	<p>Look at page 7.</p> <p>Why is it important for bumblebees to leave a smelly scent on some flowers?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for:</p> <p>so that others avoid it <input checked="" type="checkbox"/></p> <p>because it smells better than nectar <input type="checkbox"/></p> <p>so others know it has pollen <input type="checkbox"/></p> <p>because bees give flowers their scent <input type="checkbox"/></p>	1m
21	<p>Look at the section headed: <b><i>Things you can do to help.</i></b></p> <p><b>Find and copy one</b> word that shows how essential flowers are to bees.</p> <p><b>Content domain:</b> 2a – give the meanings of words in context</p> <p><b>Award 1 mark</b> for:</p> <p>■ <i>lifeline.</i></p>	1m



## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark															
22(a)	<p>Look at page 7.</p> <p>Tick one box in each row to show whether each of the following flowers is <b>bee-friendly</b> or <b>not bee-friendly</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for all <b>four</b> correct:</p> <table border="1"> <thead> <tr> <th></th> <th>Bee-friendly</th> <th>Not bee-friendly</th> </tr> </thead> <tbody> <tr> <td>lavender</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>pansy</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>herbs</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>wild rose</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Bee-friendly	Not bee-friendly	lavender	✓		pansy		✓	herbs	✓		wild rose	✓		1m
	Bee-friendly	Not bee-friendly															
lavender	✓																
pansy		✓															
herbs	✓																
wild rose	✓																
22(b)	<p>Explain why the flowers that are not bee-friendly do not attract bees.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to insufficient production of pollen / nectar / food, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it is because they don't have much pollen</i></li> <li>• <i>they don't have as much pollen and nectar as they need</i></li> <li>• <i>they are not rich in pollen.</i></li> </ul> <p><b>Also accept</b> reference to flowers that are not bee-friendly having no / little value, e.g.</p> <ul style="list-style-type: none"> <li>• <i>because they are no value to the wildlife.</i></li> </ul>	1m															

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark															
23	<p>Look at the section headed: <b><i>Energy drink for bees.</i></b></p> <p>These instructions suggest that the reader...</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence</p> <p><b>Award 1 mark for:</b></p> <p>enjoys preparing food. <input type="checkbox"/></p> <p>has lots of energy. <input type="checkbox"/></p> <p>is willing to handle bees. <input checked="" type="checkbox"/></p> <p>is skilled at gardening. <input type="checkbox"/></p>	1m															
24	<p>Using information from the text, tick one box in each row to show whether each statement is <b>true</b> or <b>false</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for three correct or 2 marks for all four correct:</b></p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Wasps can be aggressive.</td> <td>✓</td> <td></td> </tr> <tr> <td>Male bumblebees sometimes sting.</td> <td></td> <td>✓</td> </tr> <tr> <td>Bumblebees only go outside when it is warm.</td> <td></td> <td>✓</td> </tr> <tr> <td>You need a big garden to help bumblebees.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		True	False	Wasps can be aggressive.	✓		Male bumblebees sometimes sting.		✓	Bumblebees only go outside when it is warm.		✓	You need a big garden to help bumblebees.		✓	Up to 2m
	True	False															
Wasps can be aggressive.	✓																
Male bumblebees sometimes sting.		✓															
Bumblebees only go outside when it is warm.		✓															
You need a big garden to help bumblebees.		✓															

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark				
25	<p>Look at the whole text.</p> <p>Complete the table below to show what the text says you can do to help bumblebees.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any <b>two</b> acceptable points from <i>Help for all bumblebees</i>, or for <b>one</b> acceptable point from <i>Help for all bumblebees</i> and <b>one</b> acceptable point from <i>Help for a weak bumblebee</i>.</p> <p><b>Award 2 marks</b> for reference to any <b>two</b> acceptable points from <i>Help for all bumblebees</i> and any <b>one</b> acceptable point from <i>Help for a weak bumblebee</i>.</p> <p>Please note that there are <b>two</b> ways to achieve the award of <b>1 mark</b> for this question.</p> <table border="1" data-bbox="213 934 1383 1805"> <thead> <tr> <th data-bbox="213 934 1383 1001" style="text-align: center;"><b>Help for all bumblebees</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="213 1001 1383 1498"> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. plant bee-friendly flowers</li> <li>2. support the work of the Bumblebee Conservation Trust</li> <li>3. raise public awareness</li> <li>4. conserve bumblebee habitats</li> <li>5. replace flowers which are not bee-friendly</li> <li>6. remove paved gardens</li> <li>7. stop intensive farming</li> </ol> <p><b>Do not accept</b> reference to bee-friendly flowers with no reference to human action.</p> </td> </tr> <tr> <th data-bbox="213 1498 1383 1565" style="text-align: center;"><b>Help for a weak bumblebee</b></th> </tr> <tr> <td data-bbox="213 1565 1383 1805"> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>8. give it a sugar and water mix</li> <li>9. move it close to flowers</li> </ol> <p><b>Do not accept</b> reference to a sugar and water mix with no reference to human action.</p> </td> </tr> </tbody> </table>	<b>Help for all bumblebees</b>	<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. plant bee-friendly flowers</li> <li>2. support the work of the Bumblebee Conservation Trust</li> <li>3. raise public awareness</li> <li>4. conserve bumblebee habitats</li> <li>5. replace flowers which are not bee-friendly</li> <li>6. remove paved gardens</li> <li>7. stop intensive farming</li> </ol> <p><b>Do not accept</b> reference to bee-friendly flowers with no reference to human action.</p>	<b>Help for a weak bumblebee</b>	<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>8. give it a sugar and water mix</li> <li>9. move it close to flowers</li> </ol> <p><b>Do not accept</b> reference to a sugar and water mix with no reference to human action.</p>	Up to 2m
<b>Help for all bumblebees</b>						
<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. plant bee-friendly flowers</li> <li>2. support the work of the Bumblebee Conservation Trust</li> <li>3. raise public awareness</li> <li>4. conserve bumblebee habitats</li> <li>5. replace flowers which are not bee-friendly</li> <li>6. remove paved gardens</li> <li>7. stop intensive farming</li> </ol> <p><b>Do not accept</b> reference to bee-friendly flowers with no reference to human action.</p>						
<b>Help for a weak bumblebee</b>						
<p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>8. give it a sugar and water mix</li> <li>9. move it close to flowers</li> </ol> <p><b>Do not accept</b> reference to a sugar and water mix with no reference to human action.</p>						

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark
26	<p>Give <b>one</b> example of the use of humour in the fact sheet.</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Award 1 mark</b> for reference to any of the following:</p> <ol style="list-style-type: none"> <li>1. either of the ‘bee’ puns in the factsheet, e.g. <ul style="list-style-type: none"> <li>• <i>Don’t ‘bee’ confused</i></li> <li>• <i>bee kind.</i></li> </ul> </li> <li>2. <i>interrupt your picnic or steal your sandwiches</i>, e.g. <ul style="list-style-type: none"> <li>• <i>bumblebees will never interrupt your picnic and steal your sandwiches!</i></li> <li>• <i>bumblebees stealing sandwiches are funny.</i></li> </ul> </li> <li>3. <i>smelly feet</i>, e.g. <ul style="list-style-type: none"> <li>• <i>it says that bumblebees having smelly feet is useful.</i></li> </ul> </li> <li>4. <i>energy drink</i>, e.g. <ul style="list-style-type: none"> <li>• <i>energy drink for bees.</i></li> </ul> </li> <li>5. <i>fat, furry (little creatures)</i>, e.g. <ul style="list-style-type: none"> <li>• <i>these fat furry creatures.</i></li> </ul> </li> </ol>	1m

## Section 2: Fact Sheet: About Bumblebees

Qu.	Requirement	Mark
27	<p>Bumblebees are very important to the human race.</p> <p>Give <b>two</b> ways they are important.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"> <li>1. pollination / buzz pollination / support plant reproduction, e.g. <ul style="list-style-type: none"> <li>• <i>pollinate our flowers</i></li> <li>• <i>only they can use buzz pollination</i></li> <li>• <i>they help regenerate plants.</i></li> </ul> </li> <li>2. they support the production of food, e.g. <ul style="list-style-type: none"> <li>• <i>make producing food easier</i></li> <li>• <i>peas and beans would be more expensive</i></li> <li>• <i>they help us grow food.</i></li> </ul> </li> <li>3. survival of plant species, e.g. <ul style="list-style-type: none"> <li>• <i>without them all plants would die</i></li> <li>• <i>they keep plants alive</i></li> <li>• <i>they help flowers survive.</i></li> </ul> </li> <li>4. bees supporting farmers / gardeners, e.g. <ul style="list-style-type: none"> <li>• <i>they help out farmers.</i></li> </ul> </li> <li>5. bees being much loved, e.g. <ul style="list-style-type: none"> <li>• <i>they are an essential part of summertime.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> reference to honey alone.</p>	Up to 2m

### Section 3: Music Box

Qu.	Requirement	Mark
28	<p>What has Piper been counting in the first paragraph?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to <b>both</b> of the following:</p> <ol style="list-style-type: none"> <li>the cracks (in the ceiling), e.g. <ul style="list-style-type: none"> <li><i>cracks in the boards</i></li> <li><i>widening cracks.</i></li> </ul> </li> <li>seconds / time, e.g. <ul style="list-style-type: none"> <li><i>the watch ticks</i></li> <li><i>seconds.</i></li> </ul> </li> </ol>	1m
29	<p><i>She pulled on a pair of her father's old boots, <b>slung</b> his brown coat over her nightdress, and opened the door.</i></p> <p>The word <i>slung</i> suggests that Piper put on the brown coat...</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Award 1 mark</b> for:</p> <p>carelessly. <input checked="" type="checkbox"/></p> <p>slowly. <input type="checkbox"/></p> <p>tidily. <input type="checkbox"/></p> <p>thoughtfully. <input type="checkbox"/></p>	1m

### Section 3: Music Box

Qu.	Requirement	Mark
30	<p>Look at page 8.</p> <p>Why is the boy <i>huddled</i> in the doorway while he waits for Piper to open the door?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>the weather / the effect of the weather on Micah, e.g. <ul style="list-style-type: none"> <li><i>he was really cold so was trying to keep warm</i></li> <li><i>because it is snowy and windy outside.</i></li> </ul> </li> <li>the smell, e.g. <ul style="list-style-type: none"> <li><i>it smells bad outside.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> answers about Micah being scared, e.g.</p> <ul style="list-style-type: none"> <li><i>he was probably frightened of the storm.</i></li> </ul>	1m
31	<p>Look at page 9.</p> <p>Why has Micah come to Piper’s house on the night of the storm?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to bringing the music box to Piper / getting the music box repaired, e.g.</p> <ul style="list-style-type: none"> <li><i>he wanted her to see the music box he had found</i></li> <li><i>because she promised to fix Micah’s toy</i></li> <li><i>so Piper can mend a music box.</i></li> </ul>	1m

## Section 3: Music Box

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul> </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul> </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul> </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul> </td> </tr> </tbody> </table> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul>	2. it is small / tiny	<ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul>	3. it is warm / cosy	<ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul>	5. it is old fashioned	<ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul>	6. it is isolated	<ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul>	7. it is safe	<ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul>	Up to 3m
Acceptable points (impressions)	Likely evidence																	
1. it is rickety / old	<ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul>																	
2. it is small / tiny	<ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul>																	
3. it is warm / cosy	<ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul>																	
4. it is untidy / cluttered	<ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul>																	
5. it is old fashioned	<ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul>																	
6. it is isolated	<ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul>																	
7. it is safe	<ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul>																	



## Section 3: Music Box

Qu.	Requirement	Mark				
33	<p>Piper has mixed feelings about music boxes.</p> <p>Complete the table below to show her thoughts.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following in the appropriate box, up to a maximum of <b>2 marks</b>:</p> <table border="1" data-bbox="213 701 1383 1727"> <thead> <tr> <th data-bbox="213 701 1383 770">What Piper likes about the music box</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 770 1383 1193"> <p>1. the (skilful) painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it is beautifully decorated</i></li> <li>• <i>the art on it</i></li> <li>• <i>she likes the flowers on it.</i></li> </ul> <p><b>Do not accept</b> general references to the appearance of the box without reference to the painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it looks nice</i></li> <li>• <i>the box is pretty</i></li> <li>• <i>it's beautiful.</i></li> </ul> </td> </tr> <tr> <th data-bbox="213 1193 1383 1263">What Piper dislikes about music boxes</th> </tr> <tr> <td data-bbox="213 1263 1383 1727"> <p>2. the sound they make, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the music was annoying</i></li> <li>• <i>the songs it plays.</i></li> </ul> <p>3. machines don't make proper music / only people make proper music, e.g.</p> <ul style="list-style-type: none"> <li>• <i>only a person could make good music.</i></li> </ul> <p>4. she considers them toys / contraptions.</p> <p><b>Do not accept</b> reference to the music box being broken, e.g.</p> <ul style="list-style-type: none"> <li>• <i>that it won't sing</i></li> <li>• <i>not playing music.</i></li> </ul> </td> </tr> </tbody> </table>	What Piper likes about the music box	<p>1. the (skilful) painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it is beautifully decorated</i></li> <li>• <i>the art on it</i></li> <li>• <i>she likes the flowers on it.</i></li> </ul> <p><b>Do not accept</b> general references to the appearance of the box without reference to the painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it looks nice</i></li> <li>• <i>the box is pretty</i></li> <li>• <i>it's beautiful.</i></li> </ul>	What Piper dislikes about music boxes	<p>2. the sound they make, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the music was annoying</i></li> <li>• <i>the songs it plays.</i></li> </ul> <p>3. machines don't make proper music / only people make proper music, e.g.</p> <ul style="list-style-type: none"> <li>• <i>only a person could make good music.</i></li> </ul> <p>4. she considers them toys / contraptions.</p> <p><b>Do not accept</b> reference to the music box being broken, e.g.</p> <ul style="list-style-type: none"> <li>• <i>that it won't sing</i></li> <li>• <i>not playing music.</i></li> </ul>	Up to 2m
What Piper likes about the music box						
<p>1. the (skilful) painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it is beautifully decorated</i></li> <li>• <i>the art on it</i></li> <li>• <i>she likes the flowers on it.</i></li> </ul> <p><b>Do not accept</b> general references to the appearance of the box without reference to the painting / painter, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it looks nice</i></li> <li>• <i>the box is pretty</i></li> <li>• <i>it's beautiful.</i></li> </ul>						
What Piper dislikes about music boxes						
<p>2. the sound they make, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the music was annoying</i></li> <li>• <i>the songs it plays.</i></li> </ul> <p>3. machines don't make proper music / only people make proper music, e.g.</p> <ul style="list-style-type: none"> <li>• <i>only a person could make good music.</i></li> </ul> <p>4. she considers them toys / contraptions.</p> <p><b>Do not accept</b> reference to the music box being broken, e.g.</p> <ul style="list-style-type: none"> <li>• <i>that it won't sing</i></li> <li>• <i>not playing music.</i></li> </ul>						

### Section 3: Music Box

Qu.	Requirement	Mark
34	<p>Look at page 9.</p> <p><i>'But she won't sing?'</i></p> <p>What does Piper mean when she says this?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to the music box not working correctly, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the music box's song isn't playing properly</i></li> <li>• <i>there is no music coming out of the box</i></li> <li>• <i>the toy doesn't play.</i></li> </ul>	1m
35	<p>Look at page 9.</p> <p>Where did Micah find the music box?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him finding it inside a crater / where a meteor landed, e.g.</p> <ul style="list-style-type: none"> <li>• <i>in a crater</i></li> <li>• <i>he dug it out of a crater</i></li> <li>• <i>in a hole.</i></li> </ul>	1m
36	<p>What work has Micah done to the music box before showing it to Piper?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him cleaning it, e.g.</p> <ul style="list-style-type: none"> <li>• <i>he had cleaned it</i></li> <li>• <i>cleaned the inside.</i></li> </ul>	1m

### Section 3: Music Box

Qu.	Requirement	Mark
37	<p>Piper thinks Micah has <i>done a decent job</i>.</p> <p>She thinks his work has been...</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <p>excellent. <input type="checkbox"/></p> <p>careful. <input type="checkbox"/></p> <p>sloppy. <input type="checkbox"/></p> <p>reasonable. <input checked="" type="checkbox"/></p>	1m
38	<p>Look at the last paragraph, beginning: ‘<i>Yeah, it’ll look smart.</i>’</p> <p><b>Find and copy one</b> word that suggests that the sound coming from Micah’s music box is unpleasant.</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Award 1 mark for:</b></p> <p>■ <i>strangled.</i></p>	1m

## Section 3: Music Box

Qu.	Requirement	Mark
39	<p>What impressions do you get of the relationship between Piper and Micah?</p> <p>Give <b>two</b> impressions, supporting your answer with evidence from the text.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. they know each other well / like each other</li> <li>2. they pretend to be rude to each other</li> <li>3. they work together</li> <li>4. they trust each other</li> <li>5. Piper is in charge</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>They were best buddies because it says she was pretending to be bothered by him though she was happy to see him.</i> [AP1 + evidence]</li> <li>2. <i>They like to tease each other.</i> [AP2]</li> <li>• 1. <i>They care about each other.</i> [AP1]</li> <li>2. <i>They work together because he finds stuff and she fixes the stuff he finds.</i> [AP3 + evidence]</li> <li>• 1. <i>They are good friends who like to banter with each other she says at the beginning she's 'stunned stiff.'</i> [AP2 + evidence]</li> <li>2. <i>Piper seems to be the mature one.</i> [AP5]</li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>You get the impression they are very close friends.</i> [AP1]</li> <li>2. <i>Piper acts like she's the boss.</i> [AP5]</li> <li>• 1. <i>They trust each other because he asked for her opinion about how his music box will sell at the market.</i> [AP4 + evidence]</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• 1. <i>Piper and Micah work together to fix the music box.</i> [AP3]</li> </ul>	Up to 3m

**[BLANK PAGE]**

This page is intentionally blank.

**[BLANK PAGE]**

This page is intentionally blank.

**[BLANK PAGE]**

This page is intentionally blank.



2019 key stage 2 English reading test mark schemes

Reading answer booklet

Print PDF version product code: STA/19/8212/p ISBN: 978-1-78957-007-6

Electronic PDF version product code: STA/19/8212/e ISBN: 978-1-78957-027-4

### For more copies

Additional copies of this book are not available during the test window.

They can be downloaded afterwards from

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>.

© Crown copyright 2019

### Re-use of Crown copyright in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence). When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains material developed by the Standards and Testing Agency for 2019 national curriculum assessments and licensed under Open Government Licence v3.0' and where possible provide a link to the licence.



### Exceptions – third-party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the '2019 key stage 2 tests copyright report', for re-use of any third-party copyright content which we have identified in the test materials, as listed below. Alternatively, you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

### Third-party content

**The Park:** Taken from *The Accidental Prime Minister*, Oxford University Press, 2015. Author: Tom McLaughlin.

**Fact Sheet: About Bumblebees:** Adapted from

[http://bumblebeeconservation.org/images/uploads/Resources/BBCT\\_Bumblebee\\_Factsheet.pdf](http://bumblebeeconservation.org/images/uploads/Resources/BBCT_Bumblebee_Factsheet.pdf).

**Music Box:** Taken from *The Mark of the Dragonfly*, Delacorte Press, 2014. Author: Jaleigh Johnson.

If you have any queries regarding these test materials, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).