

En

KEY STAGE

2

LEVEL

6

English tests

English reading mark schemes

Living with animals

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 level 6 English reading. Level threshold tables will be available at www.education.gov.uk/ks2 from Tuesday 8 July, 2014.

The level 6 English reading test consists of a reading booklet and an answer booklet and contains a total of 34 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 each question 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 each 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 pupil's opinion, and / or detailed reference to the text, which may include use of quotation. **Up to 3 marks** may be awarded. The mark scheme will clearly show the maximum mark allocation and the criteria for the award of marks.
- **other answers**
Some responses do not involve writing and the requirements are explained in the question.

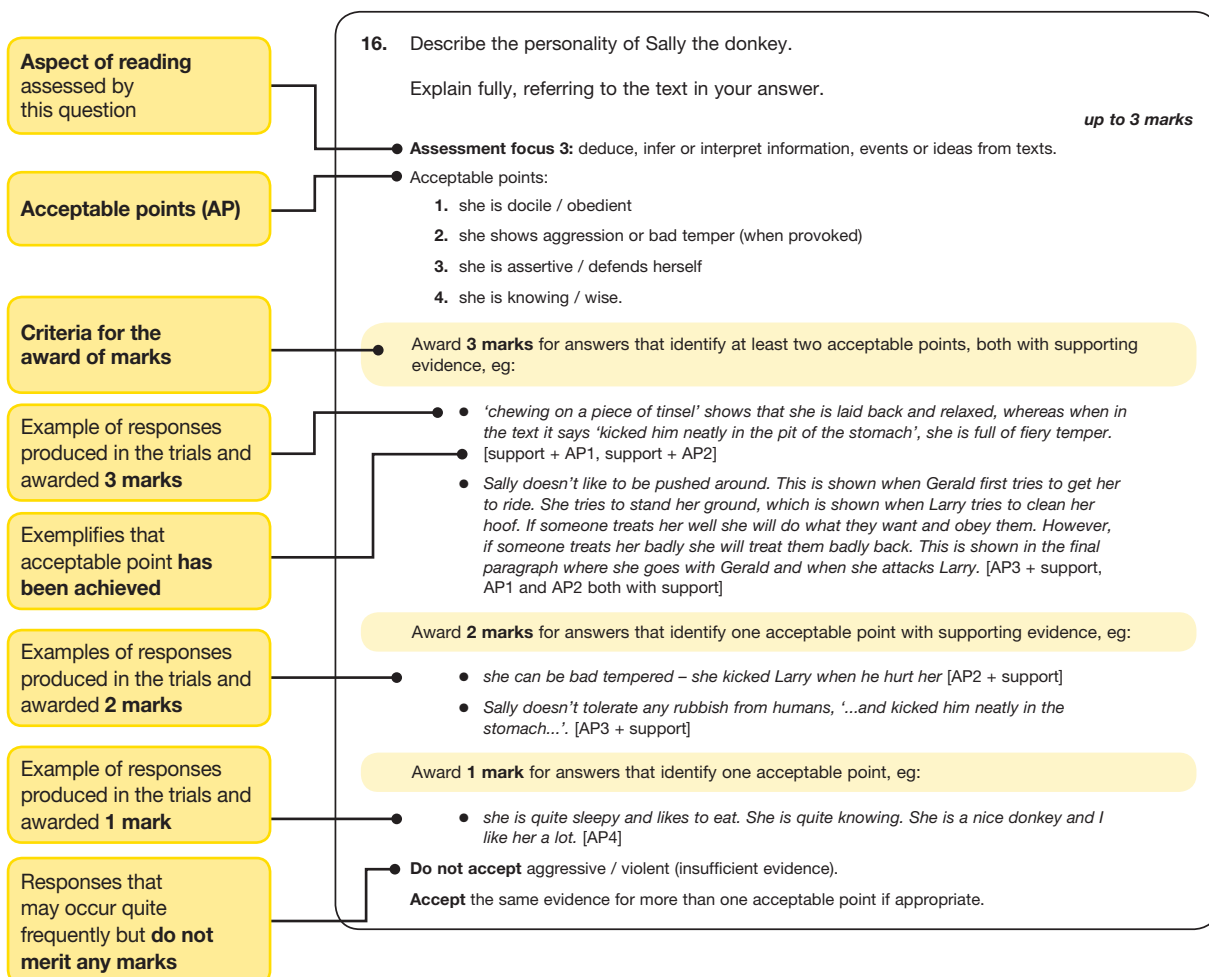
The mark schemes were devised after trialling the tests with children and contain examples (these are shown in *italics*) of some frequently occurring correct answers given in the trials. Many children will, however, have different ways of wording an acceptable answer. In assessing each answer, markers 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 reading mark schemes are set out



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: Animal Management						
Q1	1					
Q2	1					
Q3		1				
Q4				1		
Q5a		1				
Q5b		1				
Q6		1				
Q7	1					
Q8			3			
Section 2: A Donkey in Corfu						
Q9	1					
Q10a			1			
Q10b			1			
Q10c				1		
Q11				2		
Q12		2				
Q13					3	
Q14	1					
Q15	2					
Q16		3				
Q17					2	
Section 3: both texts						
Q18				2		
Q19					1	
Q20					1	
Total	7	9	5	6	7	0

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

Section 1: *Animal Management*

Reading answer booklet: page 4

1. Look at the first paragraph, beginning: *You might think that humans...*

Find and **copy two** phrases from this paragraph that suggest that humans have been successful as a species.

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 **two** of the following:

1. *World-changing (discoveries such as fire)*
2. *(humans have) conquered the globe*
3. *(thanks to our) superior brain power*
4. *(our) ability to communicate through language*
5. *inventions (like the wheel)*
6. *(our) ability to domesticate animals*
7. *(another) secret to humans' success*
8. *(Humans around the world have been) doing this successfully for thousands of years.*

2. *You will not see a gorilla or a hippo working on a farm...*

What explanation is given in the text for why you don't see gorillas on farms?

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 that gorillas grow slowly, eg:

- *they do not grow quickly enough.*

Also accept quotations that meet the acceptable point, eg:

- *No farmer would be prepared to wait 15 years for their herd to reach adult size*
- *Domesticated animals must grow quickly.*

Reading answer booklet: pages 4 and 5

3. How does the text suggest that we should accept Jared Diamond's ideas?

1 mark

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

Award **1 mark** for answers that identify any of the following:

1. he is a biologist / scientist / expert
2. he is internationally known
3. he is a published author / has written books
4. he provides a lot of facts / examples
5. he gives examples to support his ideas / explains in detail.

4. *A tendency to kill people causes immediate disqualification for many candidates that otherwise seem ideal.*

What is the best description of this sentence?

Tick **one**.

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 tick in the correct box:

a criticism

☐

a friendly warning

☐

an unlikely idea

☐

an understatement

☒

Reading answer booklet: pages 5 and 6

5. Complete the table below to show how the hippo appears both suitable and unsuitable for domestication according to the text.

a) Feature that makes the hippo suitable

1 mark

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

Award **1 mark** for answers that identify either of the following features:

1. it is a herbivore / it is easy to feed, eg:

- *they live on plant matter*
- *it's a vegetarian.*

2. it is large, eg:

- *it's a really big animal.*

b) Feature that makes the hippo unsuitable

1 mark

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

Award **1 mark** for answers that identify that hippos are dangerous / lethal / aggressive / violent, eg:

- *they can attack humans*
- *'They kill more people each year than any other African mammal.'*

6. Look at the section headed **Character**.

Why does the text list so many of the characteristics of the bear?

Explain fully, referring to the text in your answer.

1 mark

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

Award **1 mark** for answers that identify either of the following reasons:

1. despite the bear's apparent suitability for domestication, it isn't suitable, eg:

- *because it starts off with them good, 'It grows quickly', 'is a good vegetarian' but ends with the real truth, they kill*
- *apart from being unruly (not doing as told) all other traits fit perfectly.*

2. despite the many positive characteristics of the bear, one failed criteria can rule it out, eg:

- *it is a good example because it has so many of the good characteristics, but just one thing can make it impossible to domesticate.*

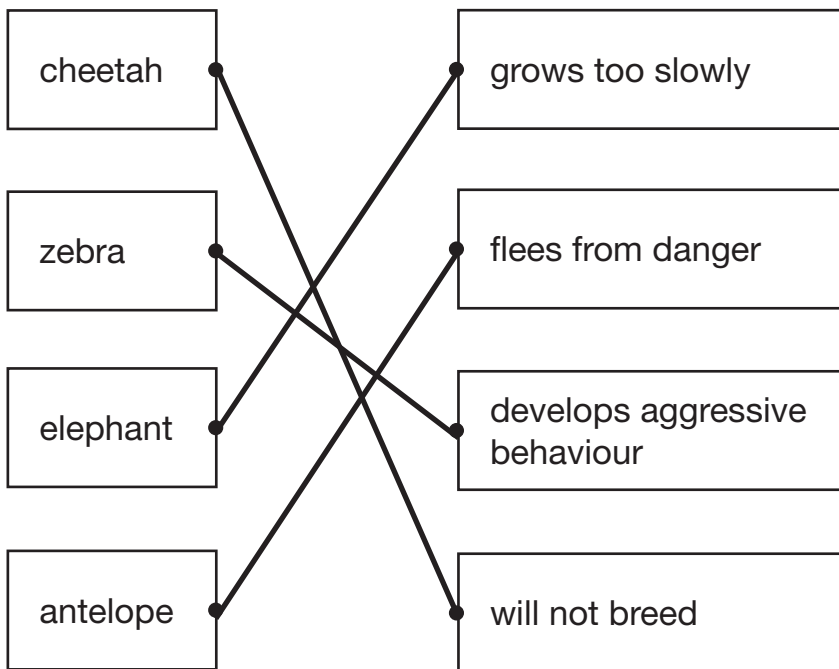
Reading answer booklet: page 6

7. Draw a line to match each animal with the main reason given in the text that it is not domesticated.

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 all boxes correctly matched:



Reading answer booklet: page 7

8. How is the whole text organised to make the ideas clear to the reader?

Explain fully, referring to the text in your answer.

up to 3 marks

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

Acceptable points:

1. pictures to support content
2. boxes / bubbles for additional information / facts
3. subheadings / bold text / lists to give different requirements / help you know where to look
4. explanation followed by examples
5. linked ideas in the first and last paragraphs
6. different colours to separate sections
7. listing to exemplify points.

Award **3 marks** for answers that identify at least two acceptable points, both with explanation / supporting evidence, eg:

- *the text is in sections, each with its own subheading, for example 'character' or 'response to danger'. This shows the reader what the writing in that paragraph will be about and sorts ideas under each subheading. Also, there are a couple of fact boxes, giving the reader some extra input on the subject, for example 'being the boss' is a fact box. [AP3 + support and explanation, AP2 + support]*

Award **2 marks** for answers that **either** identify one acceptable point with explanation / supporting evidence **or** identify two acceptable points without explanation / supporting evidence, eg:

- *the next two pages are set out in categories: diet, growth rate, etc... so it is easy to read and you don't get mixed up with the different categories [AP3 + support and explanation]*
- *the text is organised in subtitles making it easy to refer to. Little bubbles tell the reader a little bit more about a section and giving meanings which helps to make the reader understand the different sections. [AP3, AP2 + explanation]*

Award **1 mark** for answers that identify one acceptable point, eg:

- *different boxes hold different information [AP2]*
- *it has pictures with what the text is telling you about [AP1]*
- *it has subheadings to make clear what each section is about. [AP3]*

Section 2: *A Donkey in Corfu*

Reading answer booklet: page 8

9. When Gerald receives the donkey, what is his first concern?

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 recognise Gerald's concern about where to keep her.

10. *I was beside myself with delight. What a noble, kindly, benevolent family I had! How cunningly they had kept the secret from me! How hard they had worked to deck the donkey out in its finery! Slowly and gently, as though she was some fragile piece of china, I led my steed out through the garden and round into the olive grove, opened the door of the little bamboo hut and took her inside.*

Look at the extract above.

- a) What do you notice about the structure of the first four sentences?

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 answers that identify either of the following structural features, eg:

1. short sentences / exclamations, eg:

- *they're really short and snappy.*

2. sentences increase in length, eg:

- *they get longer.*

Also accept for **1 mark** answers that reference use of exclamation marks, eg:

- *that almost all of them end with exclamation marks*
- *they have exclamation marks.*

Do not accept answers that say that **all** sentences use exclamation marks.

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Reading answer booklet: page 8 (continued)

b) What is the effect of the way the first four sentences are structured?

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 answers that recognise either of the following effects:

1. builds up / emphasises his feelings of delight / excitement / gratitude, eg:
 - *makes it feel like he's delighted*
 - *to emphasise how Gerald is happy that his family did all these things for him.*
2. shows his racing thoughts / breathlessness (as he is so excited / delighted), eg:
 - *shows he's thinking quickly and is extremely happy.*

c) What is the effect of the structure of the final sentence of the quotation?

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 answers that recognise either of the following effects:

1. slows you down / allows you to follow his journey, eg:
 - *it takes you through the journey they took showing you step by step.*
2. shows us he is slowing down / calm / being careful / savouring the experience, eg:
 - *it makes you think he has calmed down a bit*
 - *that he was doing everything carefully.*

Reading answer booklet: page 9

11. *I led my steed out through the garden*

What is the effect of using the word *steed* to describe the donkey?

up to 2 marks

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

Acceptable points:

1. it exaggerates the donkey / the donkey's qualities / shows Gerald's exaggerated perception of the donkey / donkey's qualities in relation to steed
2. it gives the reader a positive impression of the donkey / donkey's qualities in relation to steed
3. it shows Gerald's pride in the donkey
4. it makes Gerald sound like a knight / a better rider
5. it adds humour.

Award **2 marks** for answers that **either** identify at least one acceptable point with development or identify **more than one** acceptable point, eg:

- *steed is a term often used to describe a knight's horse. A knight and his horse would be very important and noble. Therefore, the term shows how highly Gerald thinks of his donkey, by referring to it as a knight's horse [AP1 developed]*
- *the word 'steed' gives the reader the image that Gerald's donkey was a well-built, fine looking horse that he was proud to have in his possession. [AP2 + AP3]*

Award **1 mark** for answers that identify one acceptable point, eg:

- *steed sounds greater than donkey [AP1]*
- *knight's horses were called steeds so he might have thought of the donkey like a knight thought of his horse. [AP1]*

Do not accept answers that focus on the whole phrase rather than the word *steed*, eg:

- *to show Gerald felt like the donkey was his and he owned the donkey, nobody else.*

12. What are Gerald's **two** concerns about the house that Costas built?

up to 2 marks

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

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

1. the house might be too small, eg:
 - *that she would fit in it*
 - *if the donkey would be small enough*
 - *it was big enough.*
2. the house might be badly built, eg:
 - *that it was badly made*
 - *that it wasn't built well.*

Reading answer booklet: page 9 (continued)

13. Read from the paragraph beginning: *So saying, he dug his pen-knife...* to the paragraph ending *...Ruptured appendix.*

Give **two** ways that this incident is shown to be amusing rather than serious.

Explain fully, referring to the text in your answers.

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.

Acceptable points:

1. the donkey gets its revenge / Larry gets what he deserves (due to arrogance / stupidity)
2. Gerald's understatement when telling his mother about the 'accident'
3. Larry's hyperbolised reaction to being kicked / exaggerated language / noises
4. the kick is unexpected / takes Larry by surprise
5. his mother's understated response
6. the donkey's graceful / neat movement
7. Gerald is more worried about the donkey than Larry
8. contrast between Sally and Larry's movement
9. schadenfreude (it's funny to see someone else get hurt).

Award **3 marks** for answers that identify at least two acceptable points, both with supporting evidence, eg:

- *it says that the donkey kicked Larry 'in the pit of the stomach with both hind legs' so it is like payback for what Larry did. It says 'the alarm I felt was not for Larry' but Larry just got badly injured and he didn't care [AP1 + AP7, both supported]*
- *when the mother comes out, instead of asking if he was okay, she said 'what have you been doing?' which is funny. It says that she 'pirouetted' and 'kicked him neatly' which is humorous as donkeys don't do ballet and it is absurd. [AP5 + AP6, both supported]*

Award **2 marks** for answers that **either** identify one acceptable point with supporting evidence **or** identify two acceptable points without supporting evidence, eg:

- *it is also amusing when Larry says 'attacked... unprovoked' when he actually brought it on himself [AP1 + support]*
- *he says, 'probably rabies' which you can't get just by being kicked by a donkey [support + AP3]*
- *the donkey did a pirouette and kicked him makes it sound that it's a ballerina but then turns evil again. [AP6 + support]*

Award **1 mark** for answers that identify one acceptable point, eg:

- *the donkey gets her own back [AP1]*
- *Larry wasn't expecting it [AP4]*

Reading answer booklet: page 10

14. Larry is kicked in the stomach by the donkey.

According to the text, why does Gerald help the donkey first?

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 recognise that Gerald is worried that Larry will punish the donkey, eg:

- *because he knew that the donkey would be severely punished when Larry had the strength to do it*
- *because he thinks Larry will hurt her when he recovers*
- *Gerald thought that Larry might get angry at the donkey.*

Also accept the quotation *The alarm I felt was (not for Larry but) for Sally, for I was quite sure that he would exact the most terrible retribution (when he recovered).*

15. After he calls the family to help Larry, what **two** things does Gerald do?

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 each acceptable point, up to a maximum of **2 marks**:

1. Gerald collected food supplies / ran to the kitchen door
2. Gerald ran away / made himself scarce
3. Gerald told the maid he was going out for the day
4. Gerald searched for / found the donkey / rode her away
5. Gerald feigned innocence
6. Gerald came up with a plan / put plan into action.

Also accept quotations that address the acceptable points.

Reading answer booklet: page 10 (continued)

16. Describe the personality of Sally the donkey.

Explain fully, referring to the text in your answer.

up to 3 marks

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

Acceptable points:

1. she is docile / obedient
2. she shows aggression or bad temper (when provoked)
3. she is assertive / defends herself
4. she is knowing / wise.

Award **3 marks** for answers that identify at least two acceptable points, both with supporting evidence, eg:

- *'chewing on a piece of tinsel' shows that she is laid back and relaxed, whereas when in the text it says 'kicked him neatly in the pit of the stomach', she is full of fiery temper. [support + AP1, support + AP2]*
- *Sally doesn't like to be pushed around. This is shown when Gerald first tries to get her to ride. She tries to stand her ground, which is shown when Larry tries to clean her hoof. If someone treats her well she will do what they want and obey them. However, if someone treats her badly she will treat them badly back. This is shown in the final paragraph where she goes with Gerald and when she attacks Larry. [AP3 + support, AP1 and AP2 both with support]*

Award **2 marks** for answers that identify one acceptable point with supporting evidence, eg:

- *she can be bad tempered – she kicked Larry when he hurt her [AP2 + support]*
- *Sally doesn't tolerate any rubbish from humans, '...and kicked him neatly in the stomach...'. [AP3 + support]*

Award **1 mark** for answers that identify one acceptable point, eg:

- *she is quite sleepy and likes to eat. She is quite knowing. She is a nice donkey and I like her a lot. [AP4]*

Do not accept aggressive / violent (insufficient evidence).

Accept the same evidence for more than one acceptable point if appropriate.

Reading answer booklet: page 11

17. What impression does the reader get of Gerald (the narrator)?

Give **two** characteristics that describe Gerald and provide evidence from the text to support your choices.

up to 2 marks

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

Characteristic:	Likely evidence:
1. enthusiastic	● <i>I scrambled out of bed</i> ● <i>flung on my clothes</i> ● <i>enquired breathlessly</i> ● <i>beside myself with delight</i>
2. appreciative / grateful	● <i>What a noble, kindly, benevolent family I had</i> ● <i>How cunningly they had kept the secret from me</i> ● <i>How hard they had worked to deck the donkey out in its finery</i> ● <i>the little house was splendid</i> ● <i>stayed for half an hour in a dreamlike trance</i> ● <i>admiring her from every angle</i> ● <i>the finest donkey in the whole of the Island</i>
3. kind / loving / loyal	● <i>Slowly and gently</i> ● <i>as though she was some fragile piece of china</i> ● <i>I gave her a quick kiss on her silken muzzle</i> ● <i>The alarm I felt was not for Larry but for Sally</i>
4. imaginative / tendency to exaggerate	● <i>I led my steed</i> ● <i>this donkey was the finest donkey in the whole of the Island of Corfu</i> ● <i>In a crisis of this magnitude</i>
5. curious	● <i>I enquired, puzzled, how did one clean donkeys' hooves?</i>
6. happy disposition	● <i>The little house was splendid</i> ● <i>it was going to be simplicity itself</i>
7. quick learner	● <i>within half an hour, I had her trotting to and fro between the olive trees</i>

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Reading answer booklet: page 11 (continued)

8. naive / overconfident / understated	● <i>If that was all there was to riding, I felt, it was going to be simplicity itself</i> ● <i>I appeared to have mastered the equestrian art</i> ● <i>It was unfortunate that my fall was broken by a large and exceptionally luxuriant bramble-bush</i>
9. determined	● <i>I clung on like a limpet</i> ● <i>once again I mounted Sally</i>
10. resourceful	● <i>Fruit I knew I could obtain from any of my peasant friends</i> ● <i>I informed our maid that I was going to spend the day out and could she give me some food to eat</i>
11. diligent / careful	● <i>how did one clean donkeys' hooves?</i> ● <i>I thought I ought to try her for size</i> ● <i>Slowly and gently</i>
12. calm (in a crisis) / level headed / quick thinking	● <i>Hastily I undid Sally's rope, flicked her on the rump with the stick and watched her canter off into the olives</i> ● <i>I informed our maid that I was going to spend the day out and could she give me some food to eat</i>
13. deceitful	● <i>panting but innocent, I informed our maid</i>
14. unsympathetic / disloyal	● <i>The alarm I felt was not for Larry but for Sally</i>

Award **1 mark** for each characteristic **with** relevant evidence, up to a maximum of **2 marks**.

Accept

- any combination of characteristics, even if they appear to contradict each other
- paraphrase or quotation as evidence
- two characteristics with the same evidence if relevant and given explicitly.

Section 3: *both texts*

Reading answer booklet: page 12

18. The words *a pretty pirouette* are used to describe the donkey's action in *A Donkey in Corfu*.

Why would you not expect to see a phrase like this in *Animal Management*?

Explain your answer as fully as you can by referring to the **way** each text is written.

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.

Acceptable points:

1. Animal Management is factual / non-fiction / A Donkey in Corfu is a story / more subjective
2. Animal Management uses formal language / A Donkey in Corfu uses more emotive / descriptive language
3. Animal Management's purpose is to inform / A Donkey in Corfu is to describe / entertain.

Award **2 marks** for answers that give an explanation, based on the quotation, of the difference in the way each text is written, eg:

- *because 'a pretty pirouette' is like a ballet move and donkeys wouldn't do it but the story is fiction so anything can happen! Whereas Animal Management is non-fiction so a donkey wouldn't be doing ballet [AP1 explained]*
- *because since Animal Management is non-fiction it is more formal and wouldn't use imagery like 'pretty pirouette' although it is used in Donkey in Corfu because it is a story to make it more interesting. [AP2 explained]*

Award **1 mark** for answers that make an undeveloped comparison between the texts (can be implicit), eg:

- *because you are telling facts in Animal Management but you are almost telling a story in A Donkey in Corfu [AP1]*
- *because it isn't a story of a kind it is an information text and in an information text the writer needs to get to the point. [AP3]*

Reading answer booklet: page 12 (continued)

- 19.** *Animal Management* and *A Donkey in Corfu* are both concerned with the relationship between humans and animals.

Explain one **difference** in the attitudes towards animals expressed in the two texts.

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 answers that identify a contrast in the attitudes towards animals in the two texts, eg:

- *in A Donkey in Corfu the animal is expressed as a nice pet to have but in Animal Management the animals are expressed as workmen and food, instead of pets*
- *in Animal Management it is explaining about domestic animals (working animals) whereas in 'A Donkey in Corfu' it is talking about animals as pets.*

Also accept answers that give a clear comparison of the relationships between humans and animals in both texts, eg:

- *in Animal Management they explain how animals are good for working; in A Donkey in Corfu Gerald had an animal as a pet*
- *in Animal Management it shows humans are more superior than animals and are using animals. However in the other text it shows how much love there is between humans and animals.*

Reading answer booklet: page 13

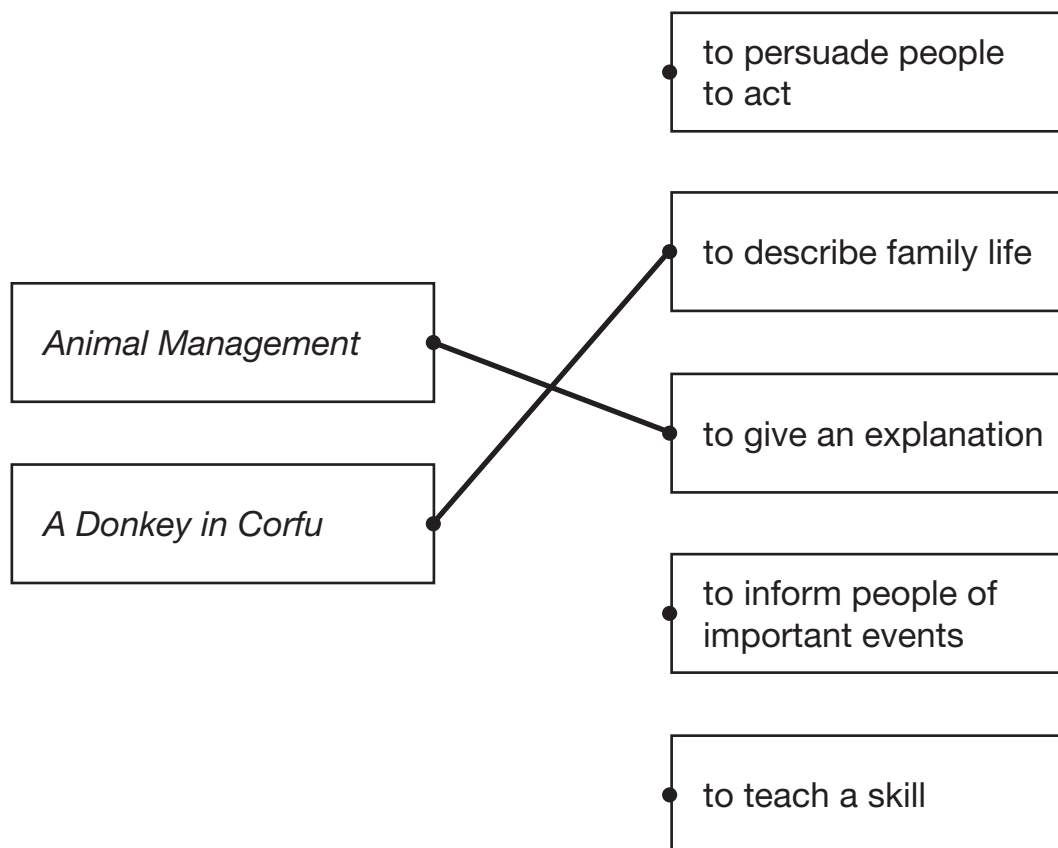
20. The texts *Animals Management* and *A Donkey in Corfu* were written for different purposes. Choose the purpose that best fits each text.

Draw a line from **each** text to **one** purpose.

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 both boxes on the left correctly matched:



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2014 key stage 2 level 6 English reading: English reading mark schemes

Print version product code: STA/14/7032/p ISBN: 978-1-78315-132-5

Electronic PDF version product code: STA/14/7032/e ISBN: 978-1-78315-147-9

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