

En

KEY STAGE

2

LEVELS

3–5

English tests

**English reading test
mark schemes**

2015

National curriculum tests

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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.

This booklet contains the mark schemes for the assessment of levels 3–5 English reading. Level threshold tables will be available at www.gov.uk/sta from Tuesday 7 July, 2015.

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

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. Pupils' responses from trialling have been added as examples to the mark schemes to ensure they reflect how pupils 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 pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark schemes as well as the way they will be used by external markers. The assessment focuses are drawn from the national curriculum and are common across levels 3–5 and level 6 tests. The assessment focuses for English reading are listed on page 4.

The English reading test mark schemes

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

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

- **short answers**
These may be one word or a few words. **1 mark** may be awarded for a correct response.
- **several line answers**
These may be a few words or a sentence or two. Up to **2 marks** may be awarded.
- **longer answers**
These require a more detailed explanation of the pupil's opinion. Up to **3 marks** may be awarded.
- **selected answers**
Some responses do not involve writing. The requirements are explained in the question.

The mark schemes were devised after trialling the tests with pupils. They contain examples of some frequently occurring correct answers given in the trials (these are shown in italics). Many pupils 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.

Assessment focuses for English reading

The aspects of reading to be assessed are pupils' ability to:

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

How the English reading mark schemes are set out

36. Look at the second paragraph on page 9, beginning:
When the unlikely warriors...
 How does the writer emphasise the success of the ladybirds?
 Explain fully, referring to the text in your answer. **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	Acceptable evidence
1. the speed at which they destroyed the scale insects	<ul style="list-style-type: none"> • <i>(just) a few days</i> • <i>astonishing</i>
2. the speed at which the ladybirds multiplied / the size of the increase	<ul style="list-style-type: none"> • <i>staggering (rate)</i> • reference to the fact that the increase was from 350 to 10,000
3. the ruthlessness / thoroughness of the ladybirds	<ul style="list-style-type: none"> • <i>cleared all the scale insects</i> • <i>wiped out</i> • <i>(unlikely) warriors</i>
4. the surprise at the result / unlikelihood of the success	<ul style="list-style-type: none"> • <i>unlikely (warriors)</i> • <i>able to harvest (two to three boxes)</i>
5. the change in fortune for the grower(s)	<ul style="list-style-type: none"> • <i>abandoned all hope</i> • <i>able to harvest (two to three boxes)</i>

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Criteria for the award of marks

Award 3 marks for reference to at least three acceptable points **or** two acceptable points with text-based evidence for at least one, eg:

- *It says 'staggering' to show the increase in ladybirds was really fast. He also says the insects were cleared out really quickly. [AP2 + evidence, AP1]*
- *It says 'unlikely warriors' to show everyone was surprised at how well they did and they did it really quickly. [AP4 + evidence, AP1]*

Award 2 marks for reference to two acceptable points **or** one acceptable point with text-based evidence, eg:

- *The farmers didn't think they would get any fruit but things got better and some were able to harvest 3 boxes from each tree. [AP5 + evidence]*
- *He says they multiplied rapidly. The scale insects were killed really quickly. [AP2, AP1]*

Award 1 mark for reference to one acceptable point, eg:

- *because you would not have thought they could save the fruit industries [AP4]*
- *the ladybirds totally destroyed all the scale insects. [AP3]*

Also accept, for a maximum of **1 mark**, relevant quotations taken from the paragraph **without a link to an acceptable point**, eg:

- *...they cleared all the scale insects from the trees in just a few days*
- *he uses words like staggering, wiped out and astonishing.*

Do not accept generic reference to powerful or effective language choices, eg:

- *he uses powerful and effective words*
- *by using great vocabulary to exaggerate the ladybirds.*

Aspect of reading assessed by this question

Acceptable points (AP)

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

Responses which may occur quite frequently but do not merit any marks

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: Meet Charlie Small!						
Q1	2					
Q2			1			
Q3	1					
Q4		1				
Q5	1					
Q6				1		
Q7	1					
Q8					2	
Q9			1			
Q10			1			
Q11		2				
Q12						2
Section 2: Guide Dogs						
Q13		1				
Q14	1					
Q15				1		
Q16		1				
Q17				1		
Q18				1		
Q19	1					
Q20					2	
Q21		2				
Q22		1				
Q23		1				
Q24					1	
Q25				1		
Q26	1					
Q27		2				
Q28					1	
Section 3: California's Unlikely Warriors						
Q29	1					
Q30	1					
Q31				2		
Q32		1				
Q33	1					
Q34a	1					
Q34b	1					
Q35				1		
Q36					3	
Q37			1			
Q38		1				
Q39						1
Total	13	13	4	8	9	3

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

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The 2015 English reading test mark schemes

Section 1: *Charlie Small*

Reading answer booklet: Page 4

1. Look at *Meet Charlie Small!*

Find and **copy** the information from the text to complete the fact file below about Charlie Small.

up to 2 marks

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

Award **2 marks** for four correct.
Award **1 mark** for two or three correct.

Name	Charlie Small
Age	(he is still) eight / 8 (years old)
Friend	(the inventor) Jakeman
Worst enemy	(my arch enemy) Joseph (Craik) (my arch enemy Joseph) Craik
Most exciting adventure	(The) Mummy's Tomb (when I got chased by a smoke demon) (when I got) chased by a smoke demon

Reading answer booklet: Pages 4 and 5

2. Look at *Meet Charlie Small!*

How are some of Charlie's words emphasised in this section?

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 both:

Tick **two**.

capital letters

bold

italics

underlining

exclamation marks

3. How does Charlie keep a record of his adventures?

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:

- (he writes / keeps a) diary.

Also accept: journal

Reading answer booklet: Page 5

4. Look at the paragraph beginning: *I was driving across...*

Find and copy two words that show how much Charlie admires Jakeman.

1 mark

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

Award **1 mark** for **both**:

1. *incredible (inventor)*
2. *marvellous (machines).*

Also accept *(my) pal.*

5. Look at the paragraph beginning: *I hovered a few centimetres...*

What effect did the heat have on Charlie?

1 mark

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

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

1. his eyes ached, eg:
 - *it made his eyes hurt.*
2. he was in danger of heatstroke / sunstroke, eg:
 - *he was getting heatstroke.*
3. he needed to get out of the sun, eg:
 - *he wanted to get out of the sun.*

Do not accept simple references to Charlie getting / feeling hot.

Reading answer booklet: Pages 5 and 6

6. *I zoomed towards...*

What does the word *zoomed* tell you?

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 reference to speed, eg:

- *that he was going quickly*
- *things that zoom go fast.*

Do not accept answers that refer to travelling directly / getting closer to the trees, eg:

- *he went straight there.*

7. Where does Charlie leave his scooter?

1 mark

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

Award **1 mark** for reference to him parking it:

1. (in the) woodland / trees, eg:
 - *in the woods*
 - *next to some trees.*
2. under / beside a tree, eg:
 - *under the branches of a tree.*
3. (in the cool) shade, eg:
 - *in a shady place.*

Reading answer booklet: Page 6

8. Look at the paragraph beginning: *Suddenly, as I stepped...*

How does the writer make the flowers seem dangerous?

Give **two** ways.

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.

Award **1 mark** for reference to each of the following, up to a maximum of **2 marks**:

1. the sudden appearance / opening of the flowers, eg:

- *they pop out at your face*
- *the way the flowers sprang out of the ground very suddenly.*

2. the flowers spraying (Charlie), eg:

- *they sprayed powdery mist into his face*
- *they kept squirting that mist.*

3. the unpleasant effect the flowers had on Charlie, eg:

- *they made him cough and splutter*
- *it made him pass out.*

4. the unusual appearance of the flowers, eg:

- *they looked strange*
- *the purple rubbery petals looked weird.*

5. the flowers surrounding him, eg:

- *they were crowded round him*
- *they surrounded him.*

Accept relevant responses in the first person, or quotations that meet one acceptable point, eg:

- *a large flower sprang up towards me.*

Also accept general responses about the flowers attacking Charlie / Charlie trying to get away from the flowers.

Reading answer booklet: Page 6

9. Look at *A Rude Awakening*.

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

The first one has been done for you.

1 mark

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

Award **1 mark** for:

A gorilla carries Charlie into the trees.

4

A gorilla stands looking down at Charlie.

5

Flowers spring up, spraying a mist.

2

Charlie feels extremely tired.

3

Charlie drives across a wide plain.

1

Reading answer booklet: Page 7

10. Read from the paragraph beginning: “*Wake up, Charlie...*” to the end of the page.

How does this ending create suspense?

1 mark

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

Award **1 mark** for responses which recognise that we are left with questions about: the gorilla / what the gorilla might do / how Charlie will react to the gorilla, eg:

- *the gorilla suddenly arrives but we don't know who he is*
- *we want to know how he knows Charlie's name*
- *we are left wondering why the gorilla has rescued Charlie*
- *we don't know if Charlie will be safe with him.*

Also accept answers referring to not knowing who is waking Charlie up, eg:

- *It says 'a deep voice' and you don't know who that is.*

Do not accept general answers about endings, eg:

- *it's a cliff-hanger*
- *we want to know what's going to happen.*

Reading answer booklet: Page 7

11. Look at *Meet Charlie Small!* and *A Rude Awakening*.

How do the texts suggest that Charlie has met gorillas in his past adventures?

Give **two** ways.

up to 2 marks

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

Award **1 mark** for reference to each of the following, up to a maximum of **2 marks**:

1. Charlie has been King of Gorillas, eg:
 - *he was the Gorilla king.*
2. Charlie speaks / understands Gorilla, eg:
 - *it says he can speak Gorilla*
 - *you can't speak Gorilla without meeting one.*
3. The gorilla seems to know him / knows his name, eg:
 - *the gorilla knows what he is called*
 - *the Gorilla says "Wake up Charlie".*
4. Charlie's apparent lack of surprise / fear (at being woken up by a gorilla), eg:
 - *the way Charlie describes the gorilla is really calm*
 - *he's not afraid of it.*

Reading answer booklet: Page 7

12. Look at pages 4 and 5.

What makes Charlie's adventures fantasy stories?

Give **two** examples from the text.

up to 2 marks

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

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

1. special / futuristic machines
2. strange landscape / invented places
3. strange flowers
4. talking gorilla / animals
5. Charlie never gets any older
6. monsters
7. Charlie can speak / understand animal languages
8. being King of Gorillas.

Also accept responses that are not strictly fantasy but which apply to this text, eg:

9. he can't get home (for tea)
10. space travel
11. time travel
12. joining a gang of pirates.

Do not accept comments that relate to fantasy stories in general, eg:

- *there are lots of things which aren't real.*

Section 2: Guide Dogs

Reading answer booklet: Page 8

13. Look at the section headed: *What guide dogs do*.

Find and **copy** the word or group of words that shows how much difference a guide dog can make to someone.

1 mark

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

Award **1 mark** for:

- (and often) transform (their lives).

14. According to the text, which of the following do guide dogs have to learn to do?

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 **both**:

Tick **two**.

obey a whistle

stop at all kerbs

obey spoken commands

recognise the colour green

walk very slowly

Reading answer booklet: Page 9

15. Look at the section headed: ***Guide dogs and their owners.***

Why are italics used for the word *disobey*?

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:

Tick **one**.

because it's a word that people don't know

to show that dogs should do as they are told

it's the opposite of what you would expect

because it's explained in a glossary

16. Look at the section headed: ***Guide dogs and their owners.***

Why is it important that guide dogs demonstrate *selective disobedience*?

1 mark

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

Award **1 mark** for answers that show understanding that guide dogs should demonstrate selective disobedience when they need to keep their owners safe, eg:

- *so their owners aren't in danger*
- *because the owner might think it's safe to cross but the dog must make sure*
- *because the guide dog is aware of dangers the owner can't see.*

Also accept reference to the owner being wrong, eg:

- *because the owner might get something wrong.*

Reading answer booklet: Page 10

17. *The owner is like the navigator on an aircraft who must know how to get from one place to another, and the dog is the pilot who gets them there safely.*

What does this comparison tell you about the relationship between the owner and the guide dog?

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:

Tick **one**.

- | | |
|---|-------------------------------------|
| The dog decides where the owner wants to go. | <input type="checkbox"/> |
| The dog relies on the owner to avoid the obstacles. | <input type="checkbox"/> |
| The owner and the dog work together as a team. | <input checked="" type="checkbox"/> |
| The owner keeps the dog safe on the journey. | <input type="checkbox"/> |

18. Look at the paragraph beginning: *When it is eight weeks old...*

Find and copy one word that suggests that training a guide dog is a long process.

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:

- *journey.*

Reading answer booklet: Pages 10 and 11

19. What do puppy-walkers train the guide dogs to do?

Give **two** examples.

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. follow simple commands
2. walk on a lead
3. cope with / get used to different environments it will face (busy town centres / public transport).

Do not accept references to them not being frightened by sudden noises / nervous of crowds.

20. Look at the section headed: ***How guide dogs are trained.***

Find and **copy two** groups of words that suggest guide dogs do a very special job.

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.

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

1. *(to become a) life-changing (guide dog)*
2. *(of a world in which it will) play such an important part*
3. *(a dog who will one day) be someone's eyes.*

Reading answer booklet: Page 11

21. Puppy-walkers have mixed feelings when they give the puppy back for the next stage of its training.

Explain why.

up to 2 marks

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

Award **2 marks** for responses that explain **both** the pride / satisfaction / enjoyment of having trained a guide dog puppy **and** the sadness / loss / reluctance they would feel on giving it back, eg:

- *They wouldn't want to say goodbye as they would have enjoyed training it. But they would be proud that they had helped to make it a good guide dog for the future.*
- *They are sad because the puppy that they have loved and cared for is leaving but they have the satisfaction of knowing that they have helped a puppy on its way to become a guide dog.*

Award **1 mark** for responses that explain **either** the pride / satisfaction / enjoyment of having trained a guide dog puppy **or** the sadness / loss / reluctance they would feel on giving it back, eg:

- *they would have built up a relationship with the dog and would be sorry to lose it*
- *they would have been proud to have trained a guide dog.*

Also accept for 1 mark for the following quotation:

- *(It can be) hard for puppy-walkers to say goodbye (to a puppy), but they have the satisfaction of knowing they have helped to raise a dog who will one day be someone's eyes.*

Do not accept general responses without explanation, eg:

- *they would feel happy and sad.*

22. Look at the section headed: **Work and play.**

How are guide dogs like normal dogs?

1 mark

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

Award **1 mark** for responses that refer to them playing.

Reading answer booklet: Page 12

23. Having a guide dog made Lucy feel more:

1 mark

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

Award 1 mark for:

Tick **one**.

curious.

thoughtful.

independent.

careful.

24. Look at the section headed: ***Play your part!***

What is the purpose of this section?

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:

Tick **one**.

to inform you about how to get 'pupdates'

to persuade you to sponsor a guide dog

to explain how the money will be spent

to describe the pups' adventures

Reading answer booklet: Pages 12 and 13

25. Look at the section headed: ***Play your part!***

Why is the word ‘*pupdates*’ in inverted commas?

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 either of the following points:

1. a pun / play on words, eg:
 - *it’s a sort of pun on ‘updates’.*
2. an invented word, eg:
 - *it’s not a real word.*

Also accept responses referring to it being the title of a publication.

Do not accept answers that just explain the word without explaining why inverted commas are used, eg:

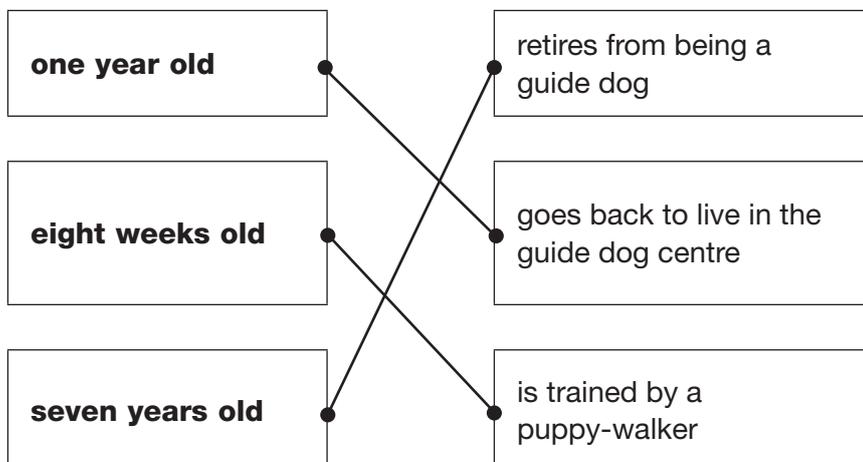
- *it means updates, but because it’s about pups, they changed it to pupdates.*

26. Draw lines to match the age of a guide dog to what it does at that age.

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:



Reading answer booklet: Page 13

27. Look at pages 6 and 7.

Tick to show which statements about guide dogs are **true** and which are **false**.

up to 2 marks

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

Award **2 marks** for all five correct.

Award **1 mark** for three or four correct.

Statement	True	False
Guide dogs need to be very focused and have excellent concentration skills.	✓	
Guide dogs must listen to the flow of traffic.		✓
Guide dogs are encouraged to have fun during the working day.		✓
The first guide dogs in the UK were trained in 1931.	✓	
Puppy-walkers get to keep their puppies.		✓

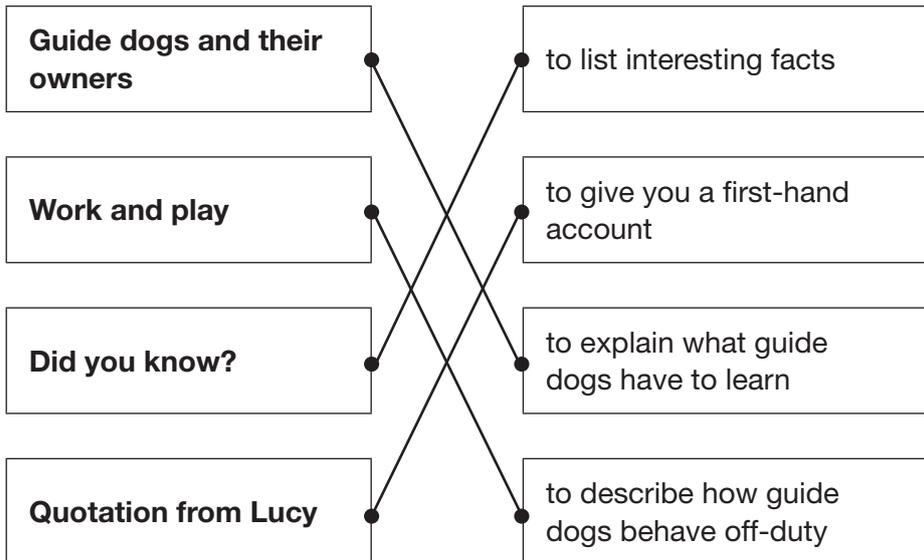
Reading answer booklet: Page 14

28. Draw lines to match each section to its main 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:



Section 3: *California's Unlikely Warriors*

Reading answer booklet: Page 15

29. How long ago did the plague of scale insects attack in America?

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:

- over 100 years / more than 100 years.

Do not accept 100 / 100 years ago.

30. What did the scale insects attack?

1 mark

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

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

1. (Californian) orchards
2. orange / fruit trees.

Do not accept trees / fruit.

31. The scale insects sound like an army.

Find and copy two words in the first two paragraphs that support this idea.

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.

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

1. *(the) invasion*
2. *(were) attacking*
3. *(almost) destroyed*.

Also accept:

4. *thousands (of)*
5. *ruining (all)*.

Reading answer booklet: Pages 15 and 16

32. It was important to find a solution to the plague of insects quickly.

Explain why.

1 mark

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

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

1. orange / fruit trees were being killed / orchards destroyed, eg:
 - *because they were killing the orange trees*
 - *fruit trees were dying*
 - *farmers were having to burn all their orange trees to get rid of them.*
2. the fruit industry was on the point of being destroyed, eg:
 - *otherwise the fruit industries would be ruined.*
3. the problem was spreading to other parts of America / the country, eg:
 - *the scale insects were starting to spread to other parts of America.*
4. reference to the speed at which the insects were spreading, eg:
 - *the insects were spreading quickly.*

Accept quotations that meet the acceptable points.

33. Before ladybirds were introduced, how did the fruit growers try to solve the problem of scale insects?

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 reference to the fact that the fruit growers tried to destroy the trees by burning them / using pesticides, eg:

- *pulling up the fruit trees then burning them*
- *they burnt the fruit trees*
- *the fruit growers used pesticides / bug spray.*

Do not accept reference only to them pulling up / chopping down the trees.

Reading answer booklet: Page 16

34a. Look at page 8.

What did Mr Riley suggest to solve the problem of scale insects?

1 mark

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

Award **1 mark** for answers that refer to Mr Riley suggesting that other insects could be introduced to kill / eat the scale insects, eg:

- *other insects might be found to eat the scale insects*
- *introducing other insects to eat the pests.*

Also accept the quotation:

- *(that the scale insects might be controlled by) introducing other insects to feed on them.*

Do not accept responses which refer to sending ladybirds to California.

34b. How did other people react to Mr Riley's suggestion?

1 mark

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

Award **1 mark** for answers that refer to other people not listening to him or reacting with scorn / disbelief, eg:

- *no one thought it could work*
- *everyone thought it was a daft idea*
- *he got laughed at.*

Also accept direct quotations, eg:

- *But no-one listened to him*
- *They thought it was a crazy idea.*

Reading answer booklet: Page 16

35. In the paragraph beginning: *In Australia, Mr Koebele visited...*, the ladybirds are described as *feasting* on the scale insects.

What does the word *feasting* suggest about the ladybirds?

1 mark

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

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

1. ate a huge quantity (of scale insects), eg:
 - *that the ladybirds ate and ate and stuffed themselves.*
2. ate (the scale insects) quickly, eg:
 - *they ate the scale insects as fast as they could.*
3. enjoyed eating (the scale insects), eg:
 - *that the ladybirds loved eating them.*

Do not accept simple statements that the ladybirds ate them / were hungry.

Reading answer booklet: Page 17

36. Look at the second paragraph on page 9, beginning:

When the unlikely warriors...

How does the writer emphasise the success of the ladybirds?

Explain fully, referring to the text in your answer.

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	Acceptable evidence
1. the speed at which they destroyed the scale insects	<ul style="list-style-type: none"> ● <i>(just) a few days</i> ● <i>astonishing</i>
2. the speed at which the ladybirds multiplied / the size of the increase	<ul style="list-style-type: none"> ● <i>staggering (rate)</i> ● reference to the fact that the increase was from 350 to 10,000
3. the ruthlessness / thoroughness of the ladybirds	<ul style="list-style-type: none"> ● <i>cleared all the scale insects</i> ● <i>wiped out</i> ● <i>(unlikely) warriors</i>
4. the surprise at the result / unlikelihood of the success	<ul style="list-style-type: none"> ● <i>unlikely (warriors)</i> ● <i>able to harvest (two to three boxes)</i>
5. the change in fortune for the grower(s)	<ul style="list-style-type: none"> ● <i>abandoned all hope</i> ● <i>able to harvest (two to three boxes)</i>

continued on next page

Reading answer booklet: Page 17

Award **3 marks** for reference to at least three acceptable points **or** two acceptable points with text-based evidence for at least one, eg:

- *It says 'staggering' to show the increase in ladybirds was really fast. He also says the insects were cleared out really quickly. [AP2 + evidence, AP1]*
- *It says 'unlikely warriors' to show everyone was surprised at how well they did and they did it really quickly. [AP4 + evidence, AP1]*

Award **2 marks** for reference to two acceptable points **or** one acceptable point with text-based evidence, eg:

- *The farmers didn't think they would get any fruit but things got better and some were able to harvest 3 boxes from each tree. [AP5 + evidence]*
- *He says they multiplied rapidly. The scale insects were killed really quickly. [AP2, AP1]*

Award **1 mark** for reference to one acceptable point, eg:

- *because you would not have thought they could save the fruit industries [AP4]*
- *the ladybirds totally destroyed all the scale insects. [AP3]*

Also accept, for a maximum of **1 mark**, relevant quotations taken from the paragraph without a link to an acceptable point, eg:

- *...they cleared all the scale insects from the trees in just a few days*
- *he uses words like staggering, wiped out and astonishing.*

Do not accept generic reference to powerful or effective language choices, eg:

- *he uses powerful and effective words*
- *by using great vocabulary to exaggerate the ladybirds.*

Reading answer booklet: Pages 17 and 18

37. How has this text about ladybirds been organised?

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:

Tick **one**.

The text gives facts about ladybirds, organised into different sections for each topic.

The information about ladybirds is organised like a story, with additional information at the end.

It starts with facts about scale insects and then explains the life cycle of the ladybird.

The text gives information about ladybirds and ends with a story about scale insects.

38. Tick to show which statements about ladybirds are **true** and which are **false**.

1 mark

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

Award 1 mark for:

Statement	True	False
They help protect the environment.	✓	
They only eat scale insects.		✓
They can survive on just nectar and pollen.		✓
Some people say that they bring you good luck.	✓	

Reading answer booklet: Page 18

39. Where would you expect to find the text *California's Unlikely Warriors*?

1 mark

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

Award **1 mark** for:

Tick **one**.

on the front page of a newspaper

in a magazine about the natural world

in a children's fable about animals

in a travel brochure about California

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2015 key stage 2 levels 3–5 English reading: English reading mark schemes

Print version product code: STA/15/7209/p ISBN: 978-1-78315-411-1

Electronic version product code: STA/15/7209/e ISBN: 978-1-78315-439-5

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