2016 national curriculum tests

Key stage 2

English reading test mark schemes

Reading answer booklet

Standards & Testing Agency

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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 2016 test is the first assessment of the 2014 national curriculum. This test has been developed to meet the specification set out in the test framework for English reading at key stage 2. It assesses the aspects of comprehension that lend themselves to a paper test. The test frameworks are on the GOV.UK website at www.gov.uk/sta.

A new test and mark scheme will be developed each year.

The key stage 2 tests will be marked by external markers.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standard-setting process. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in July 2016. The standard setting process will take place in June 2016.

This mark scheme is provided to show markers and teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

2. Structure of the key stage 2 English reading test

The key stage 2 English reading test comprises:

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

3. Content domain coverage

The 2016 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 2016 key stage 2 English reading test

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

	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.*
21				3				
22						1		
Qu.	**Section 3: The Way of the Dodo**							
23	1							
24				1				
25	1							
26a		1						
26b		1						
27	1							
28		1						
29	1							
30	1							
31	1							
32				1				
33			1					
Total	10	15	1	18	3	1	2	0

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 schemes contain acceptable points, which are indicated either by a numbered list or a square bullet point (if there is only one). 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 must 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 allowable. Copying must be accurate.

Aspect of reading assessed by this question

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

Criteria for the award of marks

Examples of responses produced in the trials and awarded **3 marks**

Examples of responses produced in the trials and awarded **2 marks**

Examples of responses produced in the trials and awarded **1 mark**

Qu.	Requirement	Mark
21	In what ways might Martine's character appeal to many readers? Explain fully, referring to the text in your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text Acceptable points refer to Martine being: **1.** fun-loving / carefree **2.** brave / risk-taking / adventurous **3.** resilient / adaptable / calm under pressure **4.** unconventional **5.** strong-willed / defiant / determined / independent. **Also accept** answers that recognise Martine has an affinity for / empathy with animals. **Do not accept** general answers relating to Martine liking / loving animals. **Award 3 marks** for **three** acceptable points **or two** acceptable points, with at least **one** supported with evidence, e.g. • *she likes doing fun things and she stands up for herself against the warthog and the grandma* [AP1, AP5 + evidence] • *she is adventurous as she rides giraffes. She is cheeky and defying because she doesn't always heed her grandmother's warnings* [AP2 + evidence, AP5 + evidence]. **Award 2 marks** for **two** acceptable points **or one** acceptable point supported with evidence, e.g. • *she likes doing exciting things like riding into the game reserve at night when it's really dangerous* [AP2 + evidence] • *she does unusual things and stands up for her right to do them* [AP4, AP5]. **Award 1 mark** for identifying **one** acceptable point, e.g. • *because most people don't listen to grown-ups* [AP5] • *she doesn't panic* [AP3].	**Up to 3m**

5. Mark schemes for the English reading test

Section 1: The Lost Queen

Qu.	Requirement	Mark
1	Look at the paragraph beginning: *Glancing nervously...* **Find** and **copy one** word meaning relatives from long ago. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: ■ *ancestors*.	**1m**
2	*The struggle had been between two **rival** families…* Which word most closely matches the meaning of the word *rival*? Tick **one**. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: equal ☐ neighbouring ☐ important ☐ competing ☑	**1m**
3	Look at page 4. How can you tell that Maria was very keen to get to the island? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for answers referring to any of the following: **1.** recognition that Maria speaks or behaves impatiently, e.g. • *"Come on," Maria said* • *she was being impatient.* **2.** recognition that she is rushing Oliver, e.g. • *she was telling him to hurry up.* **Also accept** reference to Maria giving an order.	**1m**

Section 1: The Lost Queen

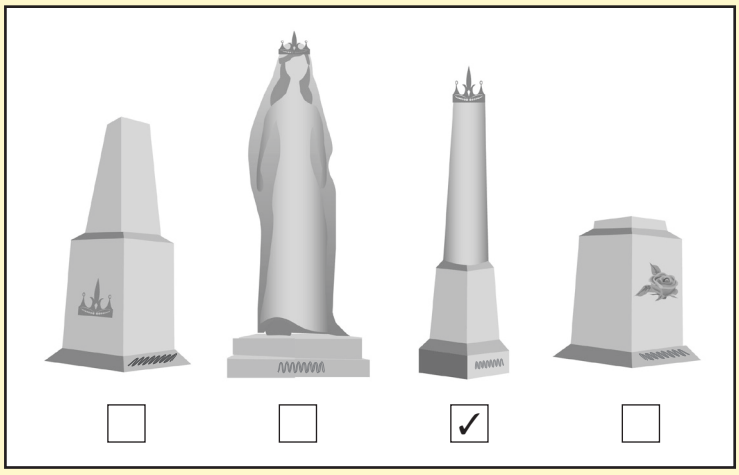
Qu.	Requirement	Mark
4	Look at the paragraph beginning: *Oliver rowed...* **Find** and **copy one** word that suggests that the summer afternoon was quiet. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: ■ *hush.*	**1m**

5	*...they crossed the glassy surface of the lake.* Give **two** impressions this gives you of the water. **Content domain:** 2g – identify / explain how meaning is enhanced through choice of words and phrases **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** reflective / shiny / mirror-like, e.g. • *the water reflects the light* • *shining under the sun.* **2.** clear / transparent, e.g. • *you could see through the water.* **3.** still / calm / undisturbed **4.** flat / smooth.	**Up to 2m**

Section 1: The Lost Queen

Qu.	Requirement	Mark
6	Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.* What impressions of the island do you get from these two paragraphs? Give **two**. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** uninhabited / abandoned **2.** holds secrets **3.** overgrown **4.** dark / shady / gloomy **5.** small **6.** mysterious / creepy / unsettling **7.** quiet / peaceful **8.** important / a special place **9.** old. **Do not accept** haunted / dangerous. **Do not accept** reference to what is on the island, e.g. it contains an oak tree / vines / roots / leaves / a monument. **Do not accept** quotations alone.	**Up to 2m**

Section 1: The Lost Queen

Qu.	Requirement	Mark
7	Write down **three** things that you are told about the oak tree on the island. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following (whether given as acceptable point or quotation), up to a maximum of **3 marks**: **1.** it is in the middle **2.** it is very old **3.** it is big / tall / dominates **4.** its branches are twisted / bent **5.** its branches stretch over the island / out to the water **6.** the branches are close together. **Accept** quotations that meet an acceptable point. Longer quotations that cover more than one acceptable point should be awarded **1 mark**. **Do not accept** reference to roots / vines.	**Up to 3m**
8	Which of these drawings best represents the monument? Tick **one**. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: 	**1m**

Section 1: The Lost Queen

Qu.	Requirement	Mark
9a	Look at the paragraph beginning: *Maria led Oliver...* Why did Oliver find it difficult to read the inscription on the monument? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following: **1.** it is mossy / dirty **2.** it is covered **3.** it is weathered. **Do not accept** reference to it being old.	**1m**

9b	What did he have to do in order to read the inscription? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for references to scraping out the letters / the moss, e.g. • *he scrapes out the stuff in the letters* • *use his thumbnail to scratch the letters out.*	**1m**

10	What was revealed at the end of the story? Tick **one**. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: Oliver was keeping a secret. ☐ The monument was damaged. ☐ The two families were still enemies. ☐ Maria's family did not win the throne. ☑	**1m**

Section 1: The Lost Queen

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>11</td><td>Using information from the text, tick one box in each row to show whether each statement is true or false.

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

Award 1 mark for all four correct:

<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>Two families fought for the throne.</td><td>✓</td><td></td></tr>
<tr><td>Maria’s family symbol was the lion.</td><td>✓</td><td></td></tr>
<tr><td>The monument was for a prince.</td><td></td><td>✓</td></tr>
<tr><td>It was hot on the island.</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td></tr>
</table>

Section 2: Wild Ride

Qu.	Requirement	Mark
12a	Circle the correct option to complete each sentence below. The text begins with Martine going out to ride her giraffe… **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: **in the early morning.** (circled) **at midday.** **in the late afternoon.** **at night.**	1m
12b	Martine rode her giraffe… **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: **slowly.** **speedily.** (circled) **safely.** **fearfully.**	1m
12c	Everything was fine on that day until… **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: **her grandmother saw her.** **they came across lions on the hunt.** **they disturbed a warthog family.** (circled) **they met a herd of hippos.**	1m

Section 2: Wild Ride

Qu.	Requirement	Mark
12d	At the end of the text, Martine… **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for: **went back home unharmed.** (circled) **carried on riding for hours.** **ran home to get help.** **cried all the way home.**	**1m**
13	Look at the first paragraph, beginning: *Dawn was casting…* How do you know that Martine wanted to keep this ride a secret? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to Martine checking for / not wanting witnesses, e.g. • *she checked that no one saw what she was doing* • *it says she looks around for witnesses which shows she doesn't want anyone to know.* **Also accept** the quotation: *(Martine Allen took a last look around to) ensure there weren't any witnesses.* **Also accept** references to Martine riding at dawn, e.g. • *she was doing it very early in the morning.*	**1m**
14	What were Martine's grandmother's rules about riding the giraffe? Tick **two**. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for **both** correct: Ride only in daylight. ☑ Don't show off. ☐ Stay in the game reserve. ☐ Keep to a slow speed. ☑ No jumping. ☐	**1m**

Section 2: Wild Ride

Qu.	Requirement	Mark
15a	What evidence is there of Martine being stubborn in the way she behaved with her grandmother? Give **two** points. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to each of the following up to a maximum of **2 marks**: **1.** defies her / pays no attention to her rules, e.g. • *she pays no attention to her grandmother's instructions* • *she went faster than her grandma wanted her to.* **2.** she argues with her grandmother, e.g. • *she had a row with her.*	**Up to 2m**

15b	What evidence is there of Martine being determined when she met the warthogs? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to Martine refusing to let go of the giraffe / her determination to get back on the giraffe, e.g. • *she kept hold of the giraffe's neck* • *she manages to haul herself back on to the giraffe's back.* **Also accept** recognition that Martine keeps telling the giraffe to move away, e.g. • *she kept telling Jemmy to walk on so that they can escape* • *she carries on telling Jemmy to keep going.* **Do not accept** references to *gritted teeth*.	**1m**

Section 2: Wild Ride

Qu.	Requirement	Mark
16	*…milled around in bewilderment* (page 8) Explain what this description suggests about the baby warthogs. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 2 marks** for responses that explain **both** the baby warthogs' aimless / random movement **and** their confusion, e.g. • *they had no idea what was happening and just walked around with no purpose* • *they wandered around slowly in curiosity, they were confused and wondered what was going on.* **Award 1 mark** for responses that explain **either** the baby warthogs' aimless / random movement **or** their confusion, e.g. • *they just roamed around* • *they didn't know what was going on.*	**Up to 2m**
17	What evidence in the text is there that warthogs can be dangerous? Give **two** examples. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** it charges / its tusks are thrust forward **2.** it has sharp tusks / it could tear her to pieces **3.** it tries to bite her **4.** the giraffe seems frightened / backs away **5.** Martine not wanting to let go. **Also accept** references to the mother warthog protecting her young, e.g. • *they'll defend their babies.* **Also accept** references to the warthog being fast. **Accept** quotations that meet an acceptable point. **Do not accept** references to angry noises.	**Up to 2m**

Section 2: Wild Ride

Qu.	Requirement	Mark
18	What helped Martine to get safely on Jemmy's back after the warthog's attack? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** Jemmy lifting his head **2.** momentum. **Also accept** hooking her legs around his neck.	**1m**

19	The warthog mother made *grunts of triumph* (page 8). Why was she triumphant? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to either of the following: **1.** she had chased away the intruders / the intruders had left, e.g. • *she thought she had successfully chased them off* • *she had frightened the girl away* • *they had gone away.* **2.** she had protected her young / territory, e.g. • *she thought she had saved her babies from them* • *she had defended her young and got Jemmy out of her territory.* **Do not accept** general answers relating to triumph, e.g. • *she got what she wanted* • *she won.*	**1m**

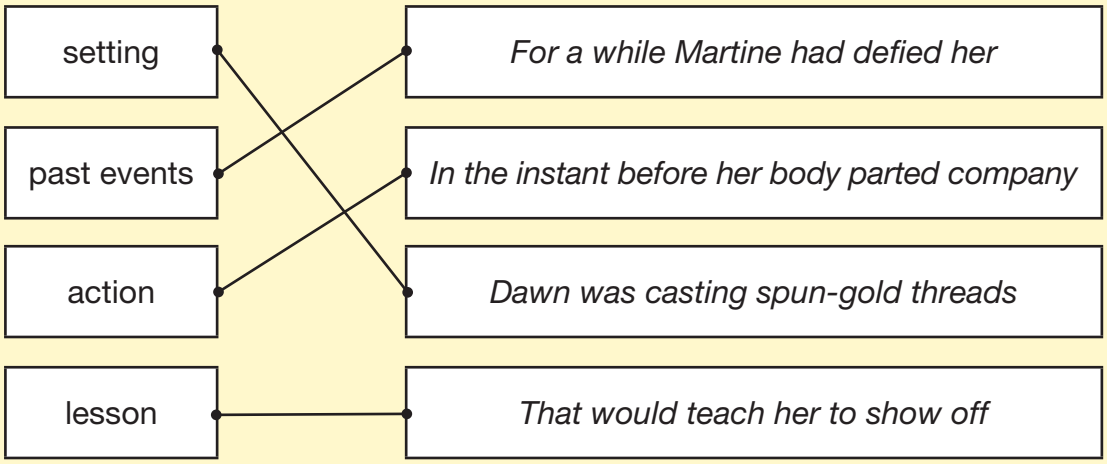
Section 2: Wild Ride

Qu.	Requirement	Mark
20	Do you think that Martine will change her behaviour on future giraffe rides? Tick **one**. (yes / no / maybe) Explain your choice fully, using evidence from the text. **Content domain:** 2e – predict what might happen from details stated and implied **Acceptable points (yes):** **1.** she had started to listen to / obey her grandmother **2.** she got a fright / found herself in danger **3.** she had learnt from the experience. **Acceptable points (no):** **4.** she has been in danger before and not been hurt / got away with it **5.** she is stubborn / defiant / does not listen to others **6.** she had fun / she is adventurous / she is thrill-seeking. **Award 3 marks** for **three** acceptable points **or two** acceptable points with at least **one** supported with evidence, e.g. • *because it says Martine rode the rest of the way home at a gentle walk. This explains that Martine had learnt her lesson and she won't go fast again. But then she has got into trouble before and didn't change* [evidence + AP3, AP4] • *even though she has just had a scare with the warthogs she has got through it unharmed and she may think she can do anything. However, because of this experience she may feel that that ride could have got her hurt and decided to play it safe* [AP2, AP4, AP3]. **Award 2 marks** for **two** acceptable points **or one** acceptable point supported with evidence, e.g. • *no because she seems very determined to have her own way like when she ignores her grandma* [AP5 + evidence] • *I think she will try for a little while because of the scare she got that day but I think she loves speed too much and that will get the better of her* [AP2, AP6]. **Award 1 mark** for **one** acceptable point, e.g. • *yes, because the warthogs gave her a fright* [AP2] • *no because she likes the thrill of riding fast* [AP6]. **Do not accept** answers that speculate about Martine's future behaviour without reference to what has happened in the text to motivate the change.	**Up to 3m**

Section 2: Wild Ride

Qu.	Requirement	Mark
21	In what ways might Martine's character appeal to many readers? Explain fully, referring to the text in your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text Acceptable points refer to Martine being: **1.** fun-loving / carefree **2.** brave / risk-taking / adventurous **3.** resilient / adaptable / calm under pressure **4.** unconventional **5.** strong-willed / defiant / determined / independent. **Also accept** answers that recognise Martine has an affinity for / empathy with animals. **Do not accept** general answers relating to Martine liking / loving animals. **Award 3 marks** for **three** acceptable points **or two** acceptable points, with at least **one** supported with evidence, e.g. • *she likes doing fun things and she stands up for herself against the warthog and the grandma* [AP1, AP5 + evidence] • *she is adventurous as she rides giraffes. She is cheeky and defying because she doesn't always heed her grandmother's warnings* [AP2 + evidence, AP5 + evidence]. **Award 2 marks** for **two** acceptable points **or one** acceptable point supported with evidence, e.g. • *she likes doing exciting things like riding into the game reserve at night when it's really dangerous* [AP2 + evidence] • *she does unusual things and stands up for her right to do them* [AP4, AP5]. **Award 1 mark** for identifying **one** acceptable point, e.g. • *because most people don't listen to grown ups* [AP5] • *she doesn't panic* [AP3].	**Up to 3m**

Section 2: Wild Ride

Qu.	Requirement	Mark
22	Draw lines to match each part of the story with the correct quotation from the text. **Content domain:** 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole **Award 1 mark** for all correctly matched: 	1m

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
23	Look at the paragraph beginning: *For thousands of years...* What does the word *spat* suggest about how the island of Mauritius was formed? **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for reference to any of the following: **1.** forcefulness, e.g. • *'spat' makes you think it was an incredible force that formed the island* • *the island was pushed powerfully out of the ocean.* **2.** suddenness (speed / unexpectedness), e.g. • *the island appeared very quickly* • *the word 'spat' sounds like it was something they didn't expect to happen.* **Also accept** answers identifying that the island is carelessly placed / formed, e.g. • *that it was just randomly put there* • *it was not created in a precise way.* **Also accept** answers which convey the idea of the sea ejecting something unwanted, e.g. • *the ocean got rid of something it didn't like.* **Do not accept** repetition of how the island was formed / general description of how a volcano erupts.	**1m**

24	*Curious and unafraid, the animals of Mauritius offered themselves up for slaughter...* (page 10) Why were the dodos *curious and unafraid*? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for answers identifying that the dodos: **1.** didn't know they had cause to be afraid / were naïve about the threat, e.g. • *they were unaware of what was coming for them* • *they didn't know that other animals would eat them.* **2.** had never seen predators / humans / cats / dogs / rats, e.g. • *because they never had predators before.* **Do not accept** references to the dodos being stupid.	**1m**

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
25	**Find** and **copy one** word from page 10 that tells you that some of the animals on Mauritius were only found there. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: ■ *unique*.	1m
26a	Give **two** reasons why Mauritius was a *paradise* for animals before humans arrived. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to **two** of the following: **1.** warm **2.** lots of food **3.** no predators / safe. **Also accept** references to being isolated.	1m
26b	Look at the paragraph beginning: *One of the victims…* to the bottom of page 10. Give **two** reasons why the dodo became extinct after humans arrived. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to **two** of the following: **1.** the dodo was hunted for food (by humans, cats, dogs) **2.** the dodo couldn't escape / fly away **3.** the dodo eggs / chicks were eaten (by rats), e.g. • *rats ate the chicks.* **4.** the dodo had no experience of predators.	1m

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
27	Look at the paragraph beginning: *One of the victims…* What does the word *invaders* suggest about the humans arriving on Mauritius? **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for answers which recognise any of the following: **1.** they were violent / attackers / enemies, e.g. • *they were destroying everything* • *they were harming all kinds of animals.* **2.** they took over, e.g. • *they came and conquered* • *as soon as the humans arrived they were the bosses of the land.* **3.** they had no valid claim to the land / they were unwanted, e.g. • *they were not meant to be there. They had no right* • *they came without an invitation.* **Also accept** they disrupted the peace / the island, e.g. • *the island was a peaceful place until they came.*	**1m**

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
28	Why were artists' drawings from the time of the dodo not always accurate? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction **Award 1 mark** for reference to any of the following: **1.** they hadn't seen the dodo / had no evidence, e.g. • *they didn't actually know what it looked like* • *they got their info from an unreliable secondary report.* **2.** they wanted to make the pictures colourful and attractive / weren't interested in accuracy, e.g. • *because artists wanted to produce exciting pictures* • *they drew what they wanted it to look like not what it actually looked like.* **3.** they were not scientists / didn't know about natural history, e.g. • *they hadn't learnt about dodo's bodies in a scientific way.* **Also accept** reference to the artists drawing them as fat / the dodos were actually slim, e.g. • *because it was in fact a skinny bird* • *in pictures it was painted as a fat, silly creature.* **Do not accept** reference to no one knowing today what the dodo looked like, e.g. • *no one knows what they look like.*	**1m**

29	*The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.* Give the meaning of the word *parched* in this sentence. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for references to the absence of water, e.g. • *dry* • *barren of water.* **Also accept** answers that refer to the effect on the environment of extreme heat, e.g. • *it was burnt like a desert* • *the ground was baked.* **Do not accept** references to heat alone.	**1m**

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
30	Look at the paragraph beginning: *Then, in 2005...* **Find** and **copy one** word or group of words that shows that scientists were not sure what happened to most of the animals during the drought on Mauritius. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: ■ (*it is*) *thought* (*that*).	**1m**
31	What does *rehabilitate the image* of the dodo mean? Tick **one**. **Content domain:** 2a – give / explain the meaning of words in context **Award 1 mark** for: restore a painting of the dodo ☐ rebuild the reputation of the dodo ☑ repair a model of the dodo ☐ review accounts of the dodo ☐	**1m**
32	According to the text, how did the discovery of the dodos' bones help to change the image of the dodo? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following: **1.** we learnt more about the dodo's anatomy / that dodos were slimmer than previously thought, e.g. • *the bones show the dodo was actually slim* • *the remains proved it's not fat.* **2.** we can see they were resilient / able to survive hardship, e.g. • *they were survivors since they didn't die in the drought.* **3.** we can make a more accurate reconstruction / copy, e.g. • *they could put the bones together and picture what it really looked like.* **Also accept** reference to people realising they were not stupid.	**1m**

Section 3: The Way of the Dodo

Qu.	Requirement	Mark
33	Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for the correct sequence: An important lesson is learnt. **6** Reasons for the extinction of the dodo. **3** Summary of the plight of the dodos. **1** New information is discovered about the dodo. **5** An explanation for the unreliable evidence. **4** Humans arrived on Mauritius. **2**	**1m**

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Reading answer booklet
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