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2024 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 key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2024 tests assess the national curriculum. This test has been developed to meet the specification set out in the test framework[1] for English reading at key stage 2. It assesses the aspects of comprehension that lend themselves to a paper test.

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

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

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2024 tests will be published in July 2024. The standards confirmation meeting will take place in July 2024.

# 2. Structure of the test

The key stage 2 English reading test comprises:

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

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



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# 3. Content domain coverage

The 2024 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 2024 key stage 2 English reading test**

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



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| | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h |
|---|---|---|---|---|---|---|---|---|
| | *Give or explain the meaning of words in context.* | *Retrieve and record information or identify key details from fiction and non-fiction.* | *Summarise main ideas from more than one paragraph.* | *Make inferences from the text or explain and justify inferences with evidence from the text.* | *Predict what might happen from details stated and implied.* | *Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.* | *Identify and / or explain how meaning is enhanced through choice of words and phrases.* | *Make comparisons within the text.* |
| **22** | | 2 | | | | | | |
| **23** | | | | 1 | | | | |
| **24** | | | | 1 | | | | |
| **25** | | | | 1 | | | | |
| **26** | | | | 3 | | | | |
| **27** | | | 1 | | | | | |
| **Qu.** | **Section 3: The Leopard** | | | | | | | |
| **28** | | | | 2 | | | | |
| **29** | 1 | | | | | | | |
| **30** | 1 | | | | | | | |
| **31** | | 1 | | | | | | |
| **32** | | 1 | | | | | | |
| **33** | 1 | | | | | | | |
| **34** | | 1 | | | | | | |
| **35** | | | | 1 | | | | |
| **36** | | 2 | | | | | | |
| **37** | | | | 1 | | | | |
| **38** | 1 | | | | | | | |
| **39** | | | | | | | | 3 |
| **Total** | **5** | **19** | **1** | **22** | | | | **3** |



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# 4. Explanation of the mark schemes

The number of marks available for each question is given at the side of the page in the reading answer booklet. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

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

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

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

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

**Recording marks awarded**

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

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



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## The diagram below exemplifies the content of the mark schemes:

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

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

**Criteria for the award of marks**

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

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

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

| Qu. | Requirement | Mark |
|---|---|---|
| 39 | Ruskin's personality made him different from the hunters he met in the forest.<br><br>Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.<br><br>**Content domain:** 2h – make comparisons within the text<br><br>**Acceptable points:**<br><br>**1.** he is protective / respectful (towards nature / conservation)<br>**2.** he is non-violent (towards animals)<br>**3.** he is ethical / law-abiding / not mercenary<br>**4.** he is brave<br>**5.** he is solitary<br>**6.** he is reflective<br><br>**Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g.<br><br>• 1. *He cared for the animals. It says, "They asked me if I had seen a leopard. I said I had not."* [AP1 + evidence]<br>2. *He doesn't hunt animals for skin.* [AP3]<br>• 1. *Fearless.* [AP4]<br>2. *He didn't want to kill any animals since he had no weapon.* [AP2 + evidence]<br>• 1. *Protective as he didn't carry a gun to hurt anything.* [AP1 + evidence]<br>2. *He liked to be alone.* [AP5]<br><br>**Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g.<br><br>• 1. *He was worried they might kill the leopard.* [AP6]<br>2. *More interested in the rainforest and the animals.* [AP1]<br>• 1. *Scared for his leopard that could be kind and trust the hunters by having his trust.* [AP6 + evidence]<br><br>**Award 1 mark** for **one** acceptable point, e.g.<br><br>• 1. *He didn't want to use any guns.* [AP2] | **Up to 3m** |



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# 5. Mark schemes for the English reading test

## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 1 | According to the text, Madagascar *is well known for its range of weird and wonderful wildlife.*<br><br>This suggests…<br><br>Tick **one**.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for:<br><br>it is very difficult to find your way around the island. ☐<br>tenrecs are the most famous animals on the island. ☐<br>there are lots of unusual animals on the island. ☑<br>streaked tenrecs live all over the world. ☐ | **1m** |

| | | |
|---|---|---|
| 2 | Read the paragraph beginning: *They are not hedgehogs…*<br><br>**Find** and **copy one** word that means the same as 'met'.<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for:<br><br>■ *encountered*. | **1m** |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 3 | How can you tell streaked tenrecs are *social animals*?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to living in family groups, e.g.<br>• *it says they live in family groups*<br>• *they are the type of tenrecs that live in families*<br>• *they are the only tenrecs that live in groups*<br>• *they are always in groups.*<br><br>**Also accept** reference to communicating with each other, e.g.<br>• *they make high pitched noises when they need to find each other*<br>• *they communicate with each other when they are lost*<br>• *they talk with each other.*<br><br>**Also accept** reference to zoos needing to keep streaked tenrecs in pairs or groups, e.g.<br>• *in zoos they must be kept in at least pairs*<br>• *zookeepers won't keep them individually as they need to be kept in at least pairs.*<br><br>**Do not accept** reference only to the quotation, *Both highland and lowland streaked tenrecs are very social animals*, e.g.<br>• *the text says that they are social animals.* | **1m** |



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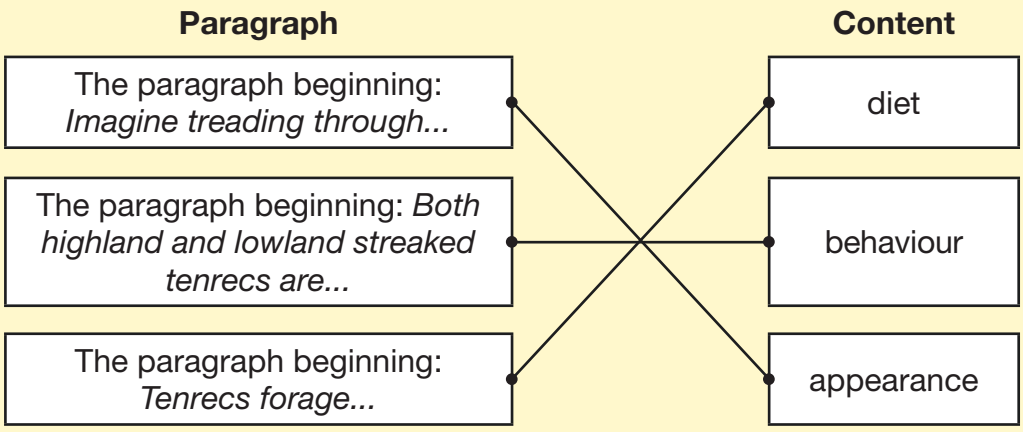
## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 4 | Why are beetle larvae suitable food for streaked tenrecs?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to either of the following:<br><br>**1.** beetle larvae being soft / not too hard, e.g.<br>• *because larvae don't have hard bits in them*<br>• *they are soft bodied invertebrates.*<br><br>**2.** streaked tenrecs only being able to eat soft food / other foods hurting them, e.g.<br>• *because anything else could hurt them*<br>• *anything harder could damage their jaw bones*<br>• *because they need to eat soft food*<br>• *tenrecs can't eat hard foods.*<br><br>**Also accept** reference to streaked tenrecs having fragile jaws, e.g.<br>• *because of the fragile jaws that they have.* | **1m** |

| | | |
|---|---|---|
| 5 | Draw **three** lines to match each paragraph to its main content.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for all correctly matched:<br><br>  <br> | **1m** |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 6(a) | Look at the sections: ***What do tenrecs eat?*** and ***What is stridulation?***<br><br>Which part of their body do tenrecs use to encourage worms?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to (fore)paws / feet. | **1m** |
| 6(b) | Which part of their body do they use to make sounds?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to spines, e.g.<br><br>• *spines on their backs*<br>• *their spines*<br>• *special spines.* | **1 m** |

| | | |
|---|---|---|
| 7 | Look at page 5.<br><br>When do streaked tenrecs communicate using stridulation?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to when streaked tenrecs become separated / lost, e.g.<br><br>• *when they are lost*<br>• *when they are separated*<br>• *to look for each other*<br>• *to find each other.* | **1m** |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 8 | The text uses other animals to help describe streaked tenrecs.<br><br>Draw **four** lines to match each feature to the animal that it is compared with.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for all correctly matched:<br><br>**Streaked tenrec features** / **Animal it is compared with**<br><br>spines → hedgehog<br>markings → bumblebee<br>snout → bird<br>sounds → cricket | **1m** |
| 9 | Look at the section: ***What issues are streaked tenrecs facing?***<br><br>What serious problems are streaked tenrecs facing?<br><br>Give **two** problems.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:<br><br>**1.** deforestation / the destruction of streaked tenrecs' habitat, e.g.<br>• *deforestation destroys their habitat*<br>• *tenrecs live in the rainforest and it's being destroyed*<br>• *the landscape is being destroyed.* | **Up to 2m** |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 9 (cont.) | **2.** streaked tenrec numbers being in decline, e.g.<br>• *they're on the decline*<br>• *the number of tenrecs are decreasing.*<br><br>**3.** streaked tenrecs having less food (to hunt), e.g.<br>• *they would go hungry*<br>• *little food*<br>• *it's harder for them to hunt*<br>• *they are losing their food.*<br><br>**Also accept** reference to streaked tenrecs being prey for larger animals, e.g.<br>• *they are prey to many bigger animals*<br>• *predators*<br>• *are hunted and eaten.*<br><br>**Do not accept** reference only to streaked tenrecs being unique to the rainforest / Madagascar, e.g.<br>• *they can't be found anywhere else in the world*<br>• *they are only native to Madagascar*<br>• *because they are nowhere else.*<br><br>**Do not accept** reference only to the absence of streaked tenrecs disrupting the whole food chain, e.g.<br>• *without tenrecs their food chain could be disrupted*<br>• *the whole food chain could be disrupted*<br>• *food chain problems.* | |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 10 | Why are streaked tenrecs important to the rainforest?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to either of the following:<br><br>**1.** streaked tenrecs hunting prey / becoming prey, e.g.<br>• *because they hunt smaller creatures and are prey for larger animals*<br>• *they hunt smaller creatures*<br>• *they are prey for larger animals*<br>• *they keep the worm and grub population down and are food for a lot of other animals.*<br><br>**2.** streaked tenrecs being important to the food-chain, e.g.<br>• *tenrecs are part of the food-chain*<br>• *without tenrecs the whole food chain could be disrupted*<br>• *without them big animals would have nothing to eat.*<br><br>**Do not accept** reference only to streaked tenrecs being unique to the rainforest (in Madagascar), e.g.<br>• *they can't live anywhere else*<br>• *they are unique to the rainforest*<br>• *they are only found in the rainforest.* | **1m** |

| | | |
|---|---|---|
| 11 | According to the text, why are streaked tenrecs rarely kept in zoos?<br><br>Give **one** reason.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to either of the following:<br><br>**1.** streaked tenrecs' short lifespan, e.g.<br>• *they won't survive for very long in the zoos*<br>• *zoos won't get much time to work with the tenrecs before they die.*<br>**2.** the requirement for streaked tenrecs to be kept in groups or pairs, e.g.<br>• *it says you need to keep them in groups*<br>• *they're social animals that need to be kept in at least pairs.* | **1m** |



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## Section 1: Streaky and Squeaky

| Qu. | Requirement | Mark |
|---|---|---|
| 12 | How are zoos trying to help streaked tenrecs?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to breeding streaked tenrecs / building a population of streaked tenrecs, e.g.<br>• *breeding them*<br>• *zoos are breeding them around the world*<br>• *they are building a population of tenrecs*<br>• *zoos are increasing tenrec numbers.*<br><br>**Also accept** reference to raising awareness of streaked tenrecs, e.g.<br>• *zoos are teaching people around the world about tenrecs.*<br><br>**Do not accept** reference only to keeping streaked tenrecs in groups or pairs, e.g.<br>• *zoos should keep them in pairs or groups.*<br><br>**Do not accept** reference only to zoos keeping streaked tenrecs, e.g.<br>• *by taking them and keeping them safe*<br>• *they are letting them stay in zoos.* | **1m** |

| 13 | Look at the whole text.<br><br>Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for **four** correct or **2 marks** for **all five** correct: | **Up to 2m** |
|---|---|---|

| | True | False |
|---|---|---|
| There are many different types of tenrec. | ✓ | |
| Highland tenrecs have white streaks. | ✓ | |
| Tenrecs communicate by stamping their forepaws on the ground. | | ✓ |
| Tenrecs live for a long time. | | ✓ |
| Lowland streaked tenrecs like to live alone. | | ✓ |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **14** | Her friend Ned was the first person to see Louie walk the tightrope.<br><br>Why did she choose Ned?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to either of the following:<br><br>**1.** Louie trusting Ned to be straight with her, e.g.<br>• *it is because she trusted him*<br>• *she knew he would tell her if she was good or not*<br>• *he would be straight with her.*<br><br>**2.** Ned's expert knowledge, e.g.<br>• *he's seen all the acts*<br>• *Ned's experienced at circus acts*<br>• *he had seen a lot of acts so he would know if hers was a good one*<br>• *he'd know a star if he saw one.*<br><br>**Do not accept** reference only to Ned being Louie's friend, e.g.<br>• *it's her best friend*<br>• *they're friends.* | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 15 | Ned thought that it was just *one big prank* when Louie wanted to climb onto the tightrope.<br><br>Why did Ned think Louie was joking?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following:<br><br>**1.** Ned not knowing Louie has experience / Ned thinking Louie is inexperienced, e.g.<br>• *she'd kept her tightrope walking a secret*<br>• *he thought it was her first time*<br>• *he didn't know she could do it*<br>• *no-one had ever seen her do it.*<br><br>**2.** tightrope walking being dangerous (for Louie to attempt), e.g.<br>• *because the rope was about ten feet off the ground*<br>• *because it was very dangerous*<br>• *it isn't safe.*<br><br>**3.** tightrope walking being for experts / being difficult, e.g.<br>• *he thought it was a prank because it takes years to perfect*<br>• *because it takes years of practice to do*<br>• *it's super tricky and hard to do.*<br><br>**Do not accept** reference only to Ned's disbelief, e.g.<br>• *he did not believe Louie was going up the rope*<br>• *he thought she would not do it.* | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **16** | Look at page 6.<br><br>Write **two** things Louie had to do before walking the tightrope.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to any of the following:<br><br>**1.** kicking off her clogs, e.g.<br>• *kicked off her clogs*<br>• *took off her shoes.*<br><br>**2.** tying back her hair, e.g.<br>• *tie her hair back*<br>• *tie up her hair.*<br><br>**3.** getting helped up, e.g.<br>• *asked for a leg up on the rope*<br>• *get helped up*<br>• *she had to be helped up.*<br><br>**Also accept** reference to practising / learning the skill, e.g.<br>• *learn skills*<br>• *have years of practice*<br>• *practise it.* | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 17 | What was Ned doing every day while Louie practised?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to the quotation, *snoring away in his cosy bed*, e.g.<br><br>• *snoring in his bed*<br>• *sleeping*<br>• *snoring away*<br>• *he was in bed*<br>• *laying in bed.* | **1m** |
| 18 | How do you know that Louie had thought about tightrope walking for a long time?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to the quotation, *I'd been practising every morning for as long as I could remember*, e.g.<br><br>• *Louie practised every morning*<br>• *because she did it as long as she could remember*<br>• *because she had been doing it every morning.*<br><br>**Also accept** reference to Louie keeping a scrapbook, e.g.<br><br>• *she made a scrapbook.*<br><br>**Do not accept** reference only to Louie's hero being Blondin / a famous tightrope walker, e.g.<br><br>• *because her hero did it*<br>• *her hero was Charles Blondin who was a tightrope walker.* | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 19 | Read the paragraph beginning: *"Help me up," I said…* to the paragraph ending: *…feel wonderfully light.*<br><br>Write the numbers 1–4 to show the order that Louie got onto the rope.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for:<br><br>Louie balanced on her stomach on the rope. **2**<br>Louie stood up straight and looked forward. **4**<br>Louie looked down towards Ned. **3**<br>Louie pushed off Ned's hands. **1** | **1m** |

| | | |
|---|---|---|
| 20 | Look at page 7.<br><br>Louie said to Ned, *"Now step back and watch."*<br><br>What **two** things does this show about Louie?<br><br>Tick **two**.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for:<br><br>She wanted Ned close by for safety. ☐<br>She was confident that she would be safe. ☑<br>She was showing off by going backwards. ☐<br>She wanted Ned to be able to see her properly. ☑<br>She was teaching Ned how to do it. ☐ | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 21 | Look at page 7.<br><br>Give **two** pieces of evidence that tightrope walking is difficult.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:<br><br>**1.** Louie requiring help to get up onto the rope, e.g.<br>• *help me up*<br>• *you have to be cupped up in order to get on.*<br><br>**2.** the need for slow / careful movement, e.g.<br>• *she eased herself into a crouch position*<br>• *you had to go very slowly*<br>• *you have to crouch first then slowly get taller.*<br><br>**3.** Ned's concern that Louie could fall, e.g.<br>• *Ned says 'Shouldn't I stay here? Just in case you fall?'*<br>• *you could fall.*<br><br>**4.** the need for concentration / focus, e.g.<br>• *you must focus*<br>• *you need to concentrate*<br>• *the entire world had shrunk right down on this one length of rope*<br>• *she had to really think about what she was doing.*<br><br>**5.** the need for balance, e.g.<br>• *you have to have really good balance*<br>• *the rope swayed slightly*<br>• *having only your ankle movement keeping you on.*<br><br>**Also accept** reference to the tightrope being high in the air, e.g.<br>• *you have to be high in the air*<br>• *you are really high up*<br>• *she said I've got a birds-eye view.* | **Up to 2m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 22 | Read the paragraph beginning: *Arms out to the side…*<br><br>How can you tell that Louie was feeling more confident on the rope at this point in the story?<br><br>Give **two** ways.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:<br><br>**1.** the quotation, *making more of a show*, e.g.<br>• *the second time she made more of a show*<br>• *she put on a bit of a show*<br>• *she tried to make a show out of it.*<br><br>**2.** the quotation, *It felt good to be watched. It made me think harder about how I moved*, e.g.<br>• *it felt good for her to be watched*<br>• *she thought about how she moved*<br>• *it made her think harder about her moves.*<br><br>**3.** the quotation, *flourishing my wrists*, e.g.<br>• *she flourished her wrists*<br>• *twisting her wrists.*<br><br>**4.** the quotation, *stretch out each leg in turn*, e.g.<br>• *she stretched out each leg every time*<br>• *she started to crouch down and stretch*<br>• *she was using her legs to make shapes and bending them.*<br><br>**5.** the quotation, *I started walking again*, e.g.<br>• *she turned and went the other way*<br>• *she moved forwards and back*<br>• *she started walking again.* | **Up to 2m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **22 (cont.)** | **Also accept** general references to Louie performing tricks / movements, e.g.<br>• *she was making it harder for herself*<br>• *she did tricks*<br>• *she started doing bolder moves*<br>• *she was making shapes.* | |

| | | |
|---|---|---|
| **23** | Look at page 8.<br>*The flames were there inside me.*<br>How did Louie feel at this point?<br>Tick **one**.<br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br>**Award 1 mark** for:<br>hot ☐<br>amused ☐<br>nervous ☐<br>excited ☑ | **1m** |

| | | |
|---|---|---|
| **24** | *Focus, Louie.*<br>Who said this and how?<br>Tick **one**.<br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br>**Award 1 mark** for:<br>Louie said it loudly. ☐<br>Louie said it in her head. ☑<br>Ned whispered it to himself. ☐<br>Ned shouted it as a warning. ☐ | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **25** | Look at page 8.<br><br>How can you tell that Louie enjoyed performing to an audience?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following:<br><br>**1.** Louie wanting more people to watch / cheer her, e.g.<br>• *she wanted more people to watch her and more cheering*<br>• *it says that now she had stared she wanted more cheers and more people.*<br><br>**2.** the quotation, *The flames were there inside me*, e.g.<br>• *the flames were inside her showing she was so proud of herself*<br>• *she felt a fire inside her*<br>• *she had flames inside her.*<br><br>**3.** Louie's confidence on the tightrope, e.g.<br>• *it says she got on one foot and spun around like a dancer*<br>• *she has now done it once and is more confident*<br>• *she says it was like strolling in a park*<br>• *she performed a trick*<br>• *she's confident.*<br><br>**4.** Louie going back along the rope again, e.g.<br>• *Ned asked her to do it again and she did*<br>• *she did it twice*<br>• *she walked back and forth*<br>• *she didn't want to stop*<br>• *she wanted to do more.*<br><br>**5.** Louie grinning at Ned, e.g.<br>• *she leaned on the tree and grinned at him.* | **1m** |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **25 (cont.)** | **6.** Louie being pleased by Ned's reaction, e.g.<br>• *she was loving the gasp of Ned*<br>• *he enjoyed watching her which made her enjoy it*<br>• *she is excited at one friend being awed.*<br><br>**7.** Louie not wanting to come down, e.g.<br>• *she didn't want to come down.*<br><br>**Do not accept** reference only to the quotation, *Back on the ground, I felt suddenly shy*, e.g.<br>• *she felt shy*<br>• *she was shy at the end*<br>• *when she got on the ground she suddenly felt shy.* | |



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## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| **26** | Look at the whole text.<br><br>Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following up to a maximum of **3 marks**:<br><br>**1.** the quotation, *You ain't getting up on that?*<br><br>**2.** the quotation, *It isn't safe, Louie* / *You can't just get up on the rope and…*, e.g.<br>• *he told her that it wasn't safe for her*<br>• *he wasn't sure that it was safe for her to be on it.*<br><br>**3.** the quotation, *It's a proper skill* / *It takes years of practice*, e.g.<br>• *he pointed out it takes years to master*<br>• *he thought she needed more practice.*<br><br>**4.** the quotation, *Shouldn't I stay here?* / *Just in case you fall?*, e.g.<br>• *he thought she would fall*<br>• *he wanted to stay beneath the rope incase she falls*<br>• *he offered to help if she fell*<br>• *he was asking if he should stay there*<br>• *he hesitated to move – thinking she would fall.*<br><br>**5.** the quotation, *Ned breathed in sharp.*<br><br>**Do not accept** reference to the quotation, *You better come down.*<br><br>**Do not accept** reference to the quotation, *He thought it was all one big prank.* | **Up to 3m** |



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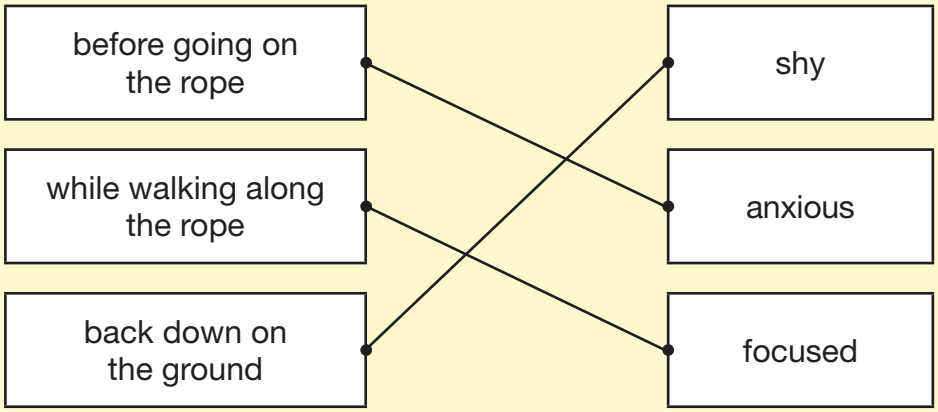
## Section 2: The Girl who Walked on Air

| Qu. | Requirement | Mark |
|---|---|---|
| 27 | Look at the whole text.<br>Draw **three** lines to match Louie's feelings to the moment that she felt them.<br>**Content domain:** 2c – summarise main ideas from more than one paragraph<br>**Award 1 mark** for all correctly matched:<br>  | 1m |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| **28** | Read the first paragraph, beginning: *I first saw the leopard…*<br><br>Ruskin noticed several signs that the leopard was nearby before he actually saw it.<br><br>Give **two** signs that the leopard was nearby.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:<br><br>**1.** pebbles rattling down the hill, e.g.<br>• *there was a shower of pebbles.*<br><br>**2.** the monkeys' grunting and chattering increasing, e.g.<br>• *the monkeys got louder.*<br><br>**3.** the monkeys warning of danger, e.g.<br>• *monkeys were sounding an alarm that danger was near*<br>• *the monkeys were chattering a warning*<br>• *the monkeys warned Ruskin.* | **Up to 2m** |

| | | |
|---|---|---|
| **29** | *…he must have **sensed my presence**…*<br><br>What does *sensed my presence* mean?<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for reference to the leopard realising Ruskin was there, e.g.<br>• *became aware of him*<br>• *knew I was there without looking*<br>• *felt him there.*<br><br>**Do not accept** reference to the leopard hearing / smelling / seeing Ruskin, e.g.<br>• *noticed him from far away*<br>• *knew he was there by scent*<br>• *the leopard saw him.*<br><br>**Do not accept** repetition of *sensed* or *presence*, e.g.<br>• *he sensed he was there*<br>• *felt his presence.* | **1m** |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| 30 | *...he **melted** into the shadows…*<br>What does the word *melted* mean in this sentence?<br>**Content domain:** 2a – give or explain the meaning of words in context<br>**Award 1 mark** for reference to either of the following:<br>**1.** disappeared (into the shadows), e.g.<br>• *silently disappeared*<br>• *vanished.*<br>**2.** camouflaged / faded (into the shadows), e.g.<br>• *he became part of the shadow*<br>• *he merged with the shadow.*<br>**Also accept** reference to (the writer) no longer being able to see the leopard, e.g.<br>• *he couldn't be seen anymore.* | **1m** |
| 31 | Read the paragraph beginning: *He was not looking toward me…*<br>What did Ruskin think the leopard had been doing before he noticed it?<br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br>**Award 1 mark** for reference to hunting (deer), e.g.<br>• *looking for food*<br>• *on a hunt*<br>• *on a quest for food*<br>• *chasing a deer.* | **1m** |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| 32 | Read the paragraph beginning: *The leopard, like other members…*<br><br>In the weeks after he first saw it, what sign did Ruskin have that the leopard was still in the area?<br><br>Tick **one**.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for:<br><br>He saw it at twilight. ☐<br>He heard its heartbeat. ☐<br>He heard it coughing. ☑<br>He saw it on the rock. ☐ | **1m** |
| 33 | Look at page 11.<br><br>**Find** and **copy one** word that shows the hunters made Ruskin uncomfortable.<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for either of the following:<br><br>**1.** *uneasy*<br>**2.** *disturbed* | **1m** |
| 34 | Look at page 11.<br><br>How did the hunters know that there was a leopard in the forest?<br><br>Give **two** ways.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for reference to **both** of the following:<br><br>**1.** paw prints / leopard prints<br>**2.** the (deer's) carcass<br><br>**Do not accept** reference only to a deer, e.g.<br>• *because they saw a deer.* | **1m** |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| 35 | Read the paragraph beginning: *One day…*<br><br>What made Ruskin suspect that the leopard was inside the cave?<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for reference to the scent / odour (of a cat / leopard), e.g.<br>• *it smelled of cats*<br>• *there was a strong smell of one of the cat family*<br>• *the strong feline odour of one of the cat family*<br>• *there was a weird odour coming from the cave*<br>• *because of an odour.* | 1m |

| | | |
|---|---|---|
| 36 | Look at page 11.<br><br>Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for **three** correct or **2 marks** for **all four** correct: | Up to 2m |

| | True | False |
|---|---|---|
| Exporting skins was not allowed. | ✓ | |
| The leopard could be heard from outside the cave. | | ✓ |
| The hunters used their weapons carefully. | | ✓ |
| The pine martens were scared of Ruskin. | ✓ | |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| 37 | Read the paragraph beginning: *I paused…* to the paragraph ending: *…ignoring me altogether*.<br><br>Tick one box in each row to show whether each statement is something **Ruskin knew** or something **Ruskin imagined**.<br><br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>**Award 1 mark** for **all three** correct: | **1m** |

| | Ruskin knew | Ruskin imagined |
|---|---|---|
| There was no movement inside the cave. | ✓ | |
| The leopard was hiding inside the cave. | | ✓ |
| The leopard recognised Ruskin. | | ✓ |

| Qu. | Requirement | Mark |
|---|---|---|
| 38 | Read the paragraph beginning: *Perhaps I had made…*<br><br>*I did not **venture** any further...*<br><br>Which of the following is closest in meaning to *venture* in this sentence?<br><br>Tick **one**.<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for:<br><br>think about things ☐<br>plan ahead ☐<br>ask questions ☐<br>dare to explore ☑ | **1m** |



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## Section 3: The Leopard

| Qu. | Requirement | Mark |
|---|---|---|
| 39 | Ruskin's personality made him different from the hunters he met in the forest.<br><br>Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.<br><br>**Content domain:** 2h – make comparisons within the text<br><br>**Acceptable points:**<br><br>**1.** he is protective / respectful (towards nature / conservation)<br>**2.** he is non-violent (towards animals)<br>**3.** he is ethical / law-abiding / not mercenary<br>**4.** he is brave<br>**5.** he is solitary<br>**6.** he is reflective<br><br>**Award 3 marks** for **two** acceptable points, at least **one** with evidence, e.g.<br><br>• 1. *He cared for the animals. It says, "They asked me if I had seen a leopard. I said I had not."* [AP1 + evidence]<br>2. *He doesn't hunt animals for skin.* [AP3]<br>• 1. *Fearless.* [AP4]<br>2. *He didn't want to kill any animals since he had no weapon.* [AP2 + evidence]<br>• 1. *Protective as he didn't carry a gun to hurt anything.* [AP1 + evidence]<br>2. *He liked to be alone.* [AP5]<br><br>**Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence, e.g.<br><br>• 1. *He was worried they might kill the leopard.* [AP6]<br>2. *More interested in the rainforest and the animals.* [AP1]<br>• 1. *Scared for his leopard that could be kind and trust the hunters by having his trust.* [AP6 + evidence]<br><br>**Award 1 mark** for **one** acceptable point, e.g.<br><br>• 1. *He didn't want to use any guns.* [AP2] | **Up to 3m** |



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