

En

KEY STAGE

2

LEVELS

3–5

English tests

English reading mark scheme

Wolf pack

2013

National Curriculum assessments

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Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2013. The STA is an executive agency of the Department for Education (DfE).

As in previous years, external markers will mark the reading test papers. The markers will follow the mark scheme in this booklet, which is provided here to inform teachers.

This booklet contains the mark scheme for the assessment of reading. For ease of reference, the test questions have been reproduced. Level threshold tables will be published on the Department's website at www.education.gov.uk/ks2, on Tuesday 9 July 2013.

The English reading test contains 50 marks.

The mark scheme was written alongside the questions, with pupil responses added as examples following the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty however, markers should use professional judgement based on the training they have received.

The assessment focuses for reading provide information about the particular processes or skills the pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark scheme as well as the way in which it will be used by external markers. The assessment focuses are drawn from the National Curriculum.

The 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 only a word or phrase and **1 mark** may be awarded for a correct response.
- **several line answers**
These may be phrases or a sentence or two and up to **2 marks** may be awarded.
- **longer answers**
These require a more detailed explanation of the pupil's opinion and up to **3 marks** may be awarded.
- **other answers**
Some responses do not involve writing and the requirements are explained in the question.

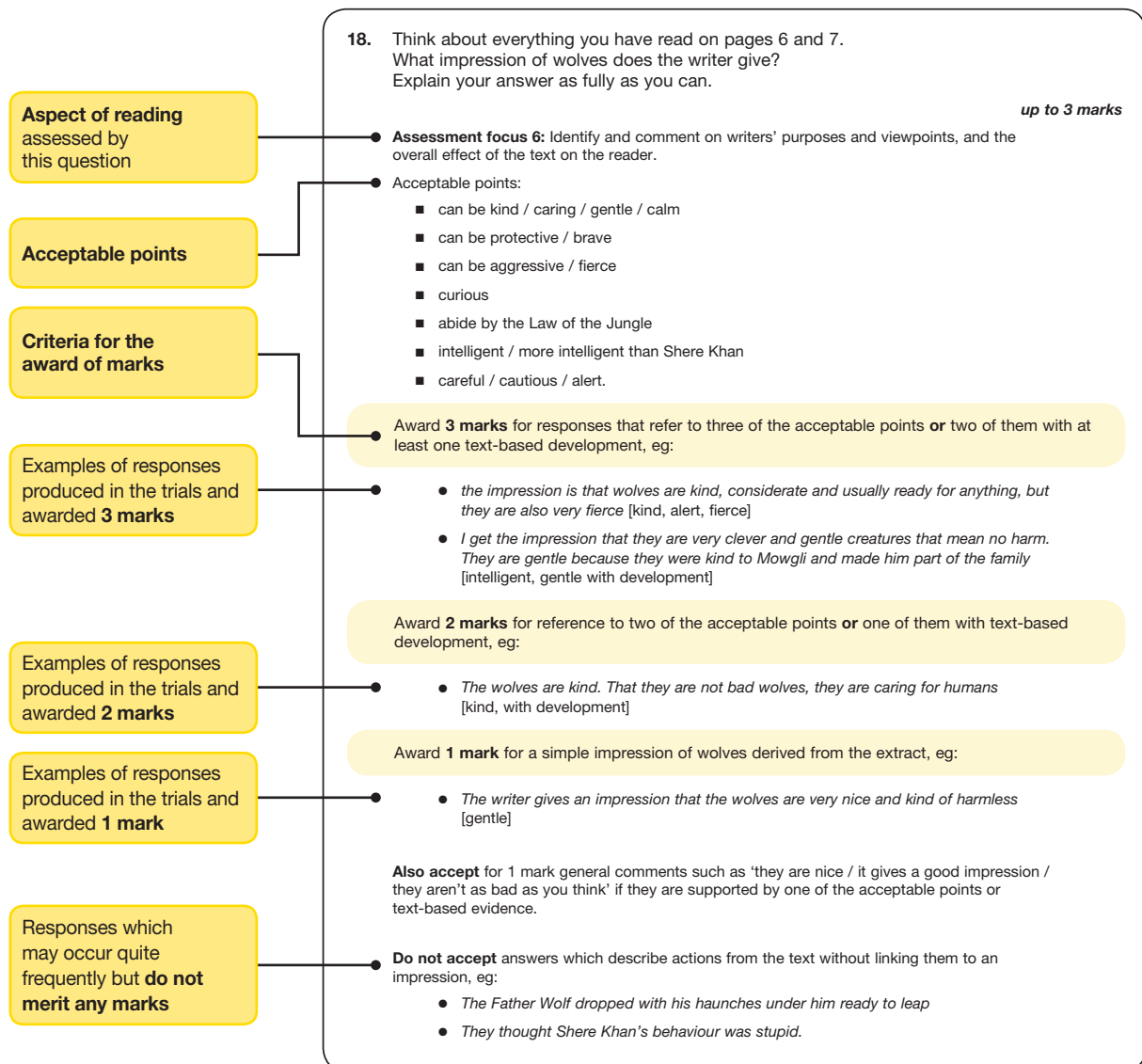
The mark scheme was devised after trialling the tests with pupils and contains examples (these are shown in italics) of some frequently occurring correct answers given in the trials. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction, etc.

Assessment focuses for 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 reading mark scheme is set out



The following table identifies the questions (with marks available) that address each assessment focus (AF):

	AF2	AF3	AF4	AF5	AF6	AF7
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</i>	<i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions</i>
Section 1: The Jungle Book – book and film						
Q1	1					
Q2	1					
Q3	1					
Q4	1					
Q5	2					
Q6				1		
Q7			1			
Q8			1			
Section 2: The Jungle Book – an extract						
Q9a	1					
Q9b		1				
Q9c	1					
Q9d		1				
Q9e		1				
Q9f		1				
Q9g		1				
Q10		3				
Q11		2				
Q12		2				
Q13				1		
Q14	1					
Q15				1		
Q16a		1				
Q16b	1					
Q16c	1					
Q16d		1				
Q17a			1			
Q17b			1			
Q18					3	
Section 3: Wolves – good or bad?						
Q19					1	
Q20a			1			
Q20b			1			
Section 4: Romulus and Remus						
Q21			1			
Q22					1	
Q23				2		
Q24		2				
Section 5: Wolf communication						
Q25	1					
Q26	1					
Q27					1	
Section 6: The whole booklet						
Q28a		1				
Q28b		1				
Q29					1	
Total	13	18	7	5	7	0

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

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Section 1: *The Jungle Book* - book and film.

Reading answer booklet: Page 4

1. In what year was *The Jungle Book* made into a film?

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:

- 1967.

2. The tiger's name, *Shere Khan*, comes from **two** different languages.

What are they?

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:

- Urdu and Hindi.

Accept minor copying errors: eg *Hindus*

Do not accept:

- South Asian.

Reading answer booklet: Page 4 (continued)

3. Shere Khan fears only **two** things.

What are they?

Tick **two**.

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** boxes correctly ticked.

wolves

guns

humans

fire

tigers

Reading answer booklet: Page 5

4. When does Mother Wolf become a fierce fighter?

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 someone threatening her cubs, eg:

- *when someone threatens / hurts her babies*
- *when her cubs are in danger*
- *to protect her cubs.*

Also award **1 mark** for direct text lifts, eg:

- *when protecting her cubs.*

Reading answer booklet: Page 5 (continued)

5. Complete the table below to show the characters in *The Jungle Book*, their names, and the meaning of their names.

up to 2 marks

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

Award **2 marks** for all four cells correctly completed.
Award **1 mark** for two or three cells correctly completed.

Character	Name	Meaning of name
Father Wolf	<i>Rama</i>	<i>pleasant</i>
Tiger	<i>Shere Khan</i>	chief (among) tiger(s)
Human 'cub'	Mowgli	<i>no meaning</i>

6. Look at page 5.

Why is the word 'cub' written 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 reference to the fact that Mowgli was not a true animal cub, not a wolf (this may be implied), eg:

- *because Mowgli is not really a cub*
- *because Mowgli is not a cub he is just a young boy but brought up by wolves*
- *humans are called babies, not cubs*
- *a human cub is a baby.*

Reading answer booklet: Page 6

7. Following the introduction, how is the text on pages 4 and 5 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 correct box ticked.

Tick **one**.

in alphabetical order

in order of importance

in no particular order

in order of size

Reading answer booklet: Page 6 (continued)

8. Label each arrow to show different parts of the information.

A – title

B – introduction

C – sub-heading

D – description

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 correctly labelling all four arrows.

The infographic is titled "The Jungle Book - book and film". It features a central title and a sub-heading "Meet some of the characters". The infographic is divided into several sections:

- Top Left:** A text box describing the book's origin and its adaptation into a film. An arrow labeled **A** points to the title "The Jungle Book".
- Top Right:** A text box describing Mowgli. An arrow labeled **C** points to the sub-heading "Meet some of the characters".
- Bottom Left:** A text box describing Mother Wolf. An arrow labeled **B** points to the introductory text.
- Bottom Right:** A text box describing Shere Khan. An arrow labeled **D** points to the character description boxes.

The infographic also includes illustrations of Mowgli, Mother Wolf, and Shere Khan, along with a central dotted line connecting the character boxes.

Section 2: *The Jungle Book* - an extract.

Reading answer booklet: Page 7

9. Choose the best word or group of words to fit the passage and put a ring around your choice.

Questions a) and c)

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

Questions b), d), e), f) and g)

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Award **1 mark** for each correct choice.

The story begins with Shere Khan setting out to hunt. Father Wolf knows that the tiger has not caught anything so far because of his

- a) purr. whine. grunt. howl. 1 mark

Father Wolf thinks that making a noise while hunting is

- b) brave. unwise. clever. funny. 1 mark

Mother Wolf senses that Shere Khan is hunting

- c) any animal he can find. wolves. Man. frogs and beetles. 1 mark

Another noise rips through the jungle. This time, Shere Khan lets out a loud howl of

- d) joy fear victory pain 1 mark

as he crashes into

- e) a tree. Father Wolf. a fire. a woodcutter's hut. 1 mark

The wolves become worried when they hear the nearby bushes rustle. In his alarm, Father Wolf

- f) pounces. barks. runs off. hides his cubs. 1 mark

Instead of being under attack, they find a human baby. They are filled with

- g) worry. fear. hunger. curiosity. 1 mark

Reading answer booklet: Page 8

10. In *The Jungle Book*, Shere Khan is an unlikeable and dangerous character.

Give **three** things on page 6 that support this view.

up to 3 marks

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Acceptable points:

- loud
- aggressive
- he is foolish / negative reaction of other characters
- on the hunt for Man / man-killing
- flouts the 'law of the jungle' / inconsiderate behaviour
- complaining / self-pitying.

Award **3 marks** for reference to three acceptable points, eg:

- *Firstly it says Shere Khan mumbles savagely. Secondly he is hunting man. Finally it gives evidence that he doesn't care about rules.* [aggressive; on the hunt for Man; flouts the law]
- *He tried to kill a human which is forbidden. He was making lots of noise.* [on the hunt for Man; flouts the law of the jungle, loud].

Award **2 marks** for reference to two acceptable points, eg:

- *He sometimes kills people, he is a good hunter and he is very fierce* [on the hunt for man; aggressive].

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

- *it says that he is angry and snarly* [aggressive]
- *the wolves think he is a fool* [foolish / negative reaction of other characters].

Also accept text quotes if they relate to one of the acceptable points.

Do not accept comments taken from a page other than page 6.

Do not accept answers based on general knowledge of the tiger's behaviour not specifically grounded in the text.

Reading answer booklet: Page 8 (continued)

11. Tick **true** or **false** to show whether the following are the laws of the jungle in *The Jungle Book*.

Animals are allowed to...

up to 2 marks

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (complex inference).

Award **2 marks** for all five correctly ticked.

Award **1 mark** for three or four correctly ticked.

	true	false
hunt other animals.	✓	
hunt humans if they are hungry.		✓
hunt humans for training cubs.	✓	
hunt humans for sport.		✓
hunt humans anywhere in the jungle.		✓

Reading answer booklet: Page 9

12. Look at the paragraph beginning: *The Law of the Jungle...*

The animals of the jungle avoid hunting Man because it is:

- harmful to all the animals of the jungle
- harmful to the man-eater.

Explain how it is harmful in the table below.

up to 2 marks

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Award **1 mark** for any appropriate point made in each cell of the table, up to a total of **2 marks**.

harmful to all the animals	harmful to the man-eater
<ul style="list-style-type: none"> ■ men retaliate, eg: <ul style="list-style-type: none"> ● <i>if other people found out they would hunt all the animals</i> ● <i>the animals will be killed by man.</i> 	<ul style="list-style-type: none"> ■ teeth fall out ■ mangy, eg: <ul style="list-style-type: none"> ● <i>the man-eater's teeth would all fall out.</i>

13. Look at the paragraph beginning: *The bushes rustled...* (page 7)

What does *checked in mid-spring* mean?

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 the correct box ticked.

Tick **one**.

The wolf looks to see where he is going.

The wolf stops half way through his jump.

The wolf gets ready to jump.

The wolf wants to see how high he can jump.

Reading answer booklet: Page 10

14. In the paragraph beginning: *The bushes rustled ...* (page 7), the writer uses other words meaning *jump*.

Find and copy two other words.

- 1.
- 2.

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:

- leap
- (mid) spring
- bound.

Also accept:

- shot up.

Accept minor copying errors.

15. The writer uses the expression *mouth an egg* when describing how wolves behave.

What does this tell us about how a wolf carries its young?

1 mark

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

Award **1 mark** for answers that recognise the gentleness / care with which the wolf carries its young, eg:

- *it tells us that wolves hold their babies gently*
- *he is telling you that he is carrying it carefully because an egg could crack*
- *they can put them in their mouth without hurting them.*

Reading answer booklet: Page 11

16. Use this paragraph to answer all of question 16.

“How little! How naked, and – how bold!” said Mother Wolf, softly. The baby was pushing his way between the cubs to get close to the warm hide. “Ah! He is taking his meal with the others. And so this is a man’s cub. Now, was there ever a wolf that could boast of a man’s cub among her children?”

a) From this short paragraph you can tell that:

1 mark

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Award **1 mark** for correct box ticked.

Tick **one**.

- | | |
|--------------------------------------|-------------------------------------|
| The baby was really a wolf cub. | <input type="checkbox"/> |
| The baby was about one year old. | <input type="checkbox"/> |
| Mother Wolf was fierce. | <input type="checkbox"/> |
| Mother Wolf wanted to keep the baby. | <input checked="" type="checkbox"/> |

b) **Underline** the word that shows that Mother Wolf would be proud to have a human baby in her family.

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:

- boast.

Also accept:

- bold.

continued on next page

continued from previous page

- c) **Find and copy one** word that shows that Mother Wolf did not want to alarm the baby.

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:

- softly.

- d) How can you tell from this paragraph that the baby is not frightened?

1 mark

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Award **1 mark** for reference to the fact that the baby is pushing himself among the wolf cubs / pushing them out of his way / behaving confidently, eg:

- *he was pushing the cubs aside to get close*
- *It says 'how bold' as if he is confident*
- *he was eating with the others.*

Do not accept 'pushing' unless this is linked to the cubs.

Reading answer booklet: Page 12

17. a) What is the most tense moment in the story?

1 mark

b) What happens to bring the tension to an end?

1 mark

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

Award **2 marks** for a response that shows the tension in part (a) and an **appropriate** release of tension in part (b).

Award **1 mark** for only part (a) correct **or** only part (b) correct.

a) most tense moment	b) tension brought to an end
<ul style="list-style-type: none"> ■ When the wolves think they are under attack / When the bushes rustle ● <i>when it sees something is coming</i> ● <i>when Mother Wolf says ‘someone is coming, get ready’</i> ● <i>when the Father Wolf bounded and nearly hit the human baby</i> ● <i>when Father Wolf stops his leap in mid air</i> ● <i>when Father Wolf shouts “Man!”</i> 	<ul style="list-style-type: none"> ■ When Mowgli / the baby appears / when he realises it was a man’s cub ● <i>they found out that it was a baby</i> ● <i>when Father Wolf stops in mid air as he realises it is a man cub</i> ● <i>when Father Wolf says: “man’s cub”.</i>

Also accept references to Shere Khan hunting.

a) most tense moment	b) tension brought to an end
<ul style="list-style-type: none"> ■ When Shere Khan is hunting. 	<ul style="list-style-type: none"> ■ When Shere Khan jumps into the woodcutter’s campfire.

Reading answer booklet: Page 12 (continued)

18. Think about everything you have read on pages 6 and 7.
What impression of wolves does the writer give?
Explain your answer as fully as you can.

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:

- can be kind / caring / gentle / calm
- can be protective / brave
- can be aggressive / fierce
- curious
- abide by the Law of the Jungle
- intelligent / more intelligent than Shere Khan
- careful / cautious / alert.

Award **3 marks** for responses that refer to three of the acceptable points **or** two of them with at least one text-based development, eg:

- *the impression is that wolves are kind, considerate and usually ready for anything, but they are also very fierce* [kind, alert, fierce]
- *I get the impression that they are very clever and gentle creatures that mean no harm. They are gentle because they were kind to Mowgli and made him part of the family* [intelligent, gentle with development]

Award **2 marks** for reference to two of the acceptable points **or** one of them with text-based development, eg:

- *The wolves are kind. That they are not bad wolves, they are caring for humans* [kind, with development]

Award **1 mark** for a simple impression of wolves derived from the extract, eg:

- *The writer gives an impression that the wolves are very nice and kind of harmless* [gentle]

Also accept for 1 mark general comments such as 'they are nice / it gives a good impression / they aren't as bad as you think' if they are supported by one of the acceptable points or text-based evidence.

Do not accept answers which describe actions from the text without linking them to an impression, eg:

- *The Father Wolf dropped with his haunches under him ready to leap*
- *They thought Shere Khan's behaviour was stupid.*

Section 3: Wolves - good or bad?

Reading answer booklet: Page 13

19. Wolves can be represented as good or bad.

Put ticks in the table below to show how wolves are represented in the following:

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 all boxes ticked correctly.

	good impression	bad impression
<i>The Jungle Book</i>	✓	
fairy tales		✓
Roman myths	✓	
popular expressions		✓

Reading answer booklet: Page 14

20. This is an extract from page 8.



a) Why is part A in bold print?

1 mark

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

Award **1 mark** for answers that indicate that these are the words or phrases being explained or indicate it is to distinguish them from the explanation, eg:

- *to indicate that these are the words / phrases being explained*
- *to show that this is the subject of that line / sentence*
- *to distinguish them from the explanation*
- *to show the expression*
- *the expression we sometimes use.*

Do not accept general statements such as 'they are the important bits', or responses which merely rephrase the question, eg:

- *to make it stand out.*

b) What is the purpose of part B?

1 mark

Award **1 mark** for answers that refer to the function of part B as a way of distinguishing the meaning / explanation, eg:

- *these are the explanations (of the phrases in bold)*
- *the meaning of part A*
- *It is a definition of the phrase.*

Section 4: Romulus and Remus.**Reading answer booklet: Page 15**

21. Number the following statements (1-6) to show the order in which they happened in the legend.

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:

The twins fought and one died.

5

The twins were left floating
on the River Tiber.

2

The city of Rome was named.

6

A wolf rescued the twins.

3

The twins were born.

1

A shepherd looked
after the twins.

4

Reading answer booklet: Page 15 (continued)

22. *or so the story tells us...* (on the second line of the legend)

What does this expression suggest to the reader?

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 correct box ticked.

The writer...

Tick **one**.

does not know all the details.

thinks it is an amusing story.

is saying it is true.

is not sure if it is true.

Reading answer booklet: Page 16

23. The wolf in Romulus and Remus is caring and gentle.

Find and copy three words which give this idea.

up to 2 marks

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

Award **2 marks** for any three of the acceptable words.
Award **1 mark** for any two of the acceptable words.

Acceptable words:

- nursed
- nuzzled
- (kept them) safe
- warm
- saved.

Also accept:

- looked after (them).

24. The twins disagreed over many things.

Write down **three** things about which they disagreed.

up to 2 marks

Assessment focus 3: Deduce, infer or interpret information, events or ideas from texts (simple inference).

Award **2 marks** for three acceptable points.
Award **1 mark** for two acceptable points.

- where to build the city / on which hill
- whether the circling birds were a divine signal / what the circling birds meant
- who was to be king / ruler
- the name of the city.

Section 5: Wolf communication.

Reading answer booklet: Page 17

25. How do wolves communicate with each other?

Find **two** ways.

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 two of the acceptable points:

- sound
- posture / position of head / ears and mouth
- (facial) expression.

26. Look at the illustrations of the wolves.

Tick to show if the following statements are **true** or **false**.

1 mark

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

Award **1 mark** for all four rows ticked correctly.

	true	false
A wolf shows its teeth when threatening.	✓	
A wolf's ears point up when it is afraid.		✓
It is safe to approach a wolf when its mouth is open.		✓
A wolf is always frightened when its mouth is closed.		✓

Reading answer booklet: Page 18

27. How can you tell that the author of page 10 has studied wolves closely?

1 mark

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

Award **1 mark** for both boxes ticked correctly.

Tick **two**.

The author can communicate with wolves.

The illustrations are detailed.

The illustrations show head and shoulders only.

The author supports wolves in the wild.

The author includes expert information.

The written information is long and full of detail.

Section 6: Whole booklet.**Reading answer booklet: Page 19**

28. Use the illustrations on page 10 to answer the following questions about the characters in *The Jungle Book*.

- a) Which **two** of these expressions might have been on Father Wolf's face when he pounced into the bushes at the top of page 7?

1 mark

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

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

- aggressive
- threatening.

- b) Which **one** of these expressions might have been on Mother Wolf's face when she was looking at the human baby?

1 mark

Award **1 mark** for:

- calm.

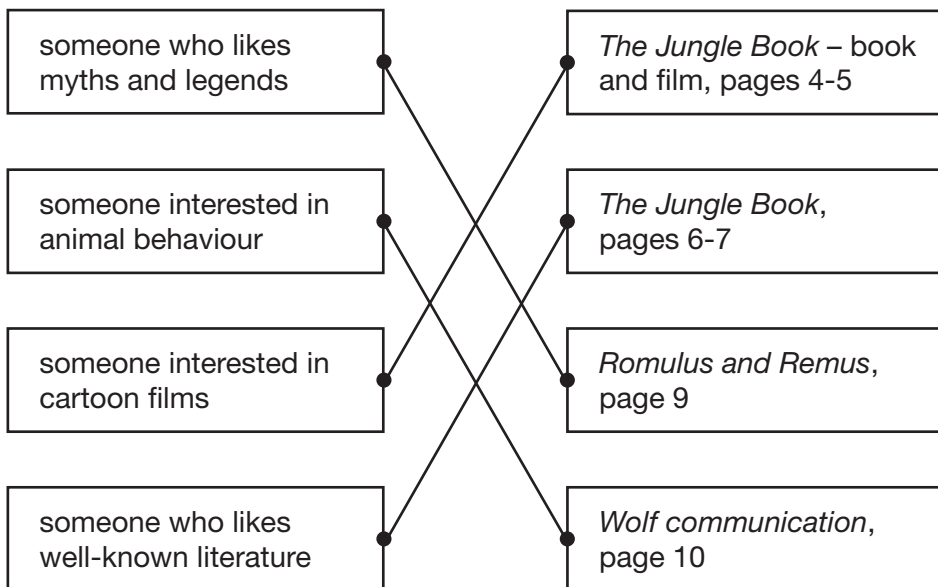
Reading answer booklet: Page 19 (continued)

29. People like to read different texts for different reasons.
Match the texts below to the type of reader who might most enjoy it.

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 all boxes correctly matched.



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Standards
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