

En

KEY STAGE

2

LEVELS

3–5

English tests

**English reading:
sample unthemed reading
booklet mark scheme**

SAMPLE

National curriculum assessments

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Introduction

These sample materials have been provided for illustrative purposes, as an indication of what future key stage 2 English reading tests that are not ‘themed’ will look like. They are not intended to be used as a practice test.

The reading booklet, reading answer booklet and mark scheme have not been through the same rigorous test development process that a live test would go through. The materials have not been trialled in schools.

Section 1: *Inventions*

Reading answer booklet: Page 4

1. Where could all these inventions be used?

1 mark

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

Award **1 mark** for reference to the home / in the house.

Also accept references to specific rooms in the house, eg:

- *in the kitchen.*

2. Look at the section about the telephone.

What was Meucci trying to do when he had the idea for the telephone?

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 the correct box ticked.

Tick **one**.

cure headaches

invent a cleaning machine

send sound down a wire

make money

Reading answer booklet: Page 5

3. Look at the section about the vacuum cleaner.

Cleaning carpets the old way was *hard, dirty work*.

What made it hard work?

1 mark

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

Award **1 mark** for references to either of the following:

- lifting / carrying / removing (the carpets), eg:
 - *because you had to carry it outside*
 - *because the carpet might have been heavy.*

- beating (the carpets), eg:
 - *they had to bang it*
 - *they had to beat it until all the dust came out.*

4. The vacuum cleaner was based on another machine.

What made the vacuum cleaner different to the machine that it was based on?

1 mark

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

Award **1 mark** for reference to the machine sucking the dust up rather than just blowing it away.

Reading answer booklet: Page 6

5. Look at the section about the toaster.

What problems did the pop-up toaster solve?

Write **two** things

up to 2 marks

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

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

- A references to burning toast, eg:
 - *you will not have burned toast*
- references to waiting, eg
 - *you did not have to stand around.*

Do not accept it would pop up when it was ready.

6. Look at the paragraph beginning: *Next Spencer then put an egg...*

How does the writer make this paragraph exciting?

Give **two** ways.

up to 2 marks

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

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

- use of short sentences build tension / suggest something is about to happen
- use of specific words to create excitement, eg: *(It) trembled / (It) fizzed / (Finally it) exploded*
- use of the exclamation mark

7. According to the text, how might our machines be controlled in the future?

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 use of a phone / internet / message.

Reading answer booklet: Page 7

8. In what order do the inventions appear in this text?

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**.

order of importance

no particular order

alphabetical order

chronological order

9. Who invented what?

Fill in the missing information.

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 correct.

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

Invention	Inventor
<i>vacuum cleaner</i>	Hubert and / or Booth
toaster	<i>Charles Strite</i>
television / TV	<i>John Logie Baird</i>
<i>microwave</i>	Percy and / or Spencer

Reading answer booklet: Page 8

10. Which two of the inventions were invented by accident?

up to 2 marks

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

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

- (tele)phone
- microwave.

11. Where would you expect to find this text about inventions?

1 mark

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

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

Tick **one**.

in a diary

in a story book

in a non-fiction book

in an atlas

Section 2: *The faces of the Czar*

Reading answer booklet: Page 9

12. Find and copy the words that tell you how small Frankel's piece of land was.

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 identifying:

- (about the) size of a tablecloth.

Allow minor copying errors.

Do not accept *tablecloth*.

13. Why didn't Frankel notice the horsemen riding towards him?

1 mark

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

Award 1 mark for any of the following indications that Frankel was busy:

- he was digging (turnips)
- he was working (on his field)
- he was absorbed in his work / too busy.

Do not accept minimal responses, eg:

- *he was looking down / he wasn't looking that way*
- *because he didn't hear him.*

14. How do we know that Frankel was surprised to see the Czar?

1 mark

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

Award 1 mark for:

- (He) dropped his spade (in amazement)

Also accept:

- (The Czar says) Do not be surprised (my friend)

Section 2: *The faces of the Czar*

Reading answer booklet: Page 10

15. What was Frankel's explanation for the fact that the hair on his head was grey and the hair of his beard was black?

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 responses that recognise Frankel's explanation that his hair on his head was older than the hair of his beard, eg:

- *His beard was younger than the hair on his head*
- *He said the hair on his head was older than the hair of his beard*
- *The hair on his head was older.*

Do not accept general answers that don't specify the hair type, eg:

- *It was younger*

Reading answer booklet: Page 10 (continued)

16. Why was the Czar so pleased to find the answer to his question?

1 mark

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

Award **1 mark** for reference to:

- the Czar resolving a long-standing puzzle, or the fact that the question was puzzling, eg:
 - *because he had been puzzled by it for a long time*
 - *because he had been waiting a long time for the answer*
 - *he had been trying to find the answer for so long*
 - *it was a puzzling question.*

- the fact that no one else could answer the question, eg:
 - *because no one else had told him the answer*
 - *because nobody knew the answer.*

Do not accept

- answers that paraphrase the question, eg:
 - *because he really wanted to know the answer*
 - *he longed to find the answer*
 - *because he wanted to find the answer / he was searching for the answer*

- references to how the Czar later used his knowledge, eg:
 - *so he could test his advisers.*

Reading answer booklet: Page 10 (continued)

17. Why were the advisers so keen to answer the Czar's question?

Give **two** reasons.

up to 2 marks

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

Acceptable points:

- wanting the job of chief adviser / being promoted (to chief adviser)
- wanting to become rich / wealthy / powerful / important
- it was a highly desirable job
- wanting to please / impress the Czar
- the first one to answer would get the job.

Award **up to 2 marks** for any two of the above acceptable points, eg:

- 1. *they wanted to be chief adviser*
2. *it's a great job*
- 1. *They wanted to get loads of money*
2. *they wanted to make the Czar happy*
- 1. *because the Czar said "whoever can answer that question will be promoted to the position of chief adviser."*
2. *The job would make them more wealthy*

Do not accept: references to the question itself, eg:

- *they wanted to know why the hair on the head is grey before the beard.*

Reading answer booklet: Page 11

18. Look at page 7.

books too heavy to be carried

scrolls of paper a yard long

What is the effect of describing the books and the scrolls in this way?

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 **either**:

- it shows how much work / effort was put in by the advisers to find the answer, eg:
 - *the advisers were trying everything to find the answer*
 - *so it tells the reader how much information was used to answer the question*
 - *to show how much they were reading.*

or

- it emphasises the quantity / volume of books and scrolls that were studied, eg:
 - *he is trying to explain how many books there are*
 - *to show how many they had to get through*
 - *to show there was a lot of information in them.*

Do not accept answers which paraphrase the question, eg:

- *because the books were so heavy.*

Reading answer booklet: Page 11 (continued)

19. Why did the two advisers ride to the Western Territory?

Explain as fully as you can.

up to 2 marks

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

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

- the Czar having found the answer in the West
- the Czar asking the question after returning from the West
- the advisers think they will find the answer in the West
- the advisers wanting to find the person who had told the Czar the answer
- the advisors wanting promotion to chief advisor, eg:
 - *because that was where the Czar had found the answer to the question and if they went there maybe they would find the answer too (2 marks)*
 - *so they could find the answer and be made chief adviser (2 marks)*
 - *to find the answer to the Czar's question (1 mark)*
 - *because that's where the Czar found out the answer (1 mark)*

Also award marks for relevant points that refer to Frankel / the farmer, eg:

- *because the Czar found an answer so they went west to find the farmer (1 mark)*
- *to see Frankel and get the answer. (1 mark)*

Reading answer booklet: Page 12

20. In the second section on page 7, Frankel says

“One hundred silver roubles will change my mind instantly”

What does this suggest?

1 mark

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

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

Tick **one**.

that he is rich

that he is frightened of the advisors

that he is going to break his promise

that he will soon be chief advisor

21. Look at page 8.

What evidence is there that Frankel is afraid of the Czar?

1 mark

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

Award **1 mark** for reference to the fact that Frankel whispered, eg:

- *he whispered*
- *he could only whisper when the Czar yelled at him.*

Reading answer booklet: Page 12 (continued)

22. Look at page 8.

How did Frankel claim to have seen the Czar one hundred times?

1 mark

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

Award **1 mark** for reference to the Czar's face being on the coins, eg:

- *his face was on the coins*
- *he got coins with the Czar's face on.*

Also accept:

- answers which refer to the exact number of coins, eg:
 - *one hundred coins*
 - *100 silver roubles.*

Do not accept:

- *the money*
- *on the coins.*

Reading answer booklet: Page 13

23. Frankel was both clever and brave in the story.

a) How was he clever?

Give **two** ways.

up to 2 marks

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

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

- he found a way to tell the secret / not to break his promise
- his strategy (ie: using the coins to see the Czar's face 100 times)
- he outsmarted / fooled the Czar
- he answered the Czar's (puzzling) question.

Also accept:

- he got some money / became rich
- he got a job as the Czar's adviser.

b) How was he brave?

Give **one** way.

1 mark

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

Award **1 mark** for each acceptable point:

- he could have been punished
- he took a big risk / he revealed the Czar's secret.

Reading answer booklet: Page 14

24. Number these events in the order in which they happen in the story.

The first one has been done for you.

1 mark

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

Award **1 mark** for all four correct.

Frankel asks for one hundred roubles.

4

Frankel meets the Czar at his farm

1

Frankel impresses the Czar by answering a puzzling question.

2

Frankel is rewarded with wealth and power.

5

Frankel talks to the Czar's advisers.

3

25. Look at page 8.

Find and copy a word or phrase that shows how the Czar felt about Frankel at the end of the story

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:

- (full of) admiration
- stunned
- get rid of all my advisors
- appoint you instead.

Reading answer booklet: Page 14 (continued)

26. What type of story is *The Faces of the Czar*?

1 mark

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

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

Tick **one**.

an adventure tale

a fantasy story

a traditional tale

a science fiction story

Section 3: A life underwater

Reading answer booklet: Page 15

27. *I grew up in New York City, a very strange place to go diving.*

What does the writer, David Doubilet, mean by this?

1 mark

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

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

Tick **one**.

- | | |
|---|-------------------------------------|
| New York City was a difficult place to grow up. | <input type="checkbox"/> |
| People in New York City didn't approve of strangers diving there. | <input type="checkbox"/> |
| It was unusual for people to go diving in a place like York City. | <input checked="" type="checkbox"/> |
| There was nowhere to practise diving in New York City. | <input type="checkbox"/> |

28. Look at the paragraph beginning: *After the film...*

When Jacques Cousteau replied *Why not?* to David's remark about wanting to be an underwater photographer, he was

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 correct box ticked.

Tick **one**.

- | | |
|-----------------------------|-------------------------------------|
| making a joke. | <input type="checkbox"/> |
| offering encouragement. | <input checked="" type="checkbox"/> |
| expecting David to answer. | <input type="checkbox"/> |
| trying to make David angry. | <input type="checkbox"/> |

Reading answer booklet: Page 16

29. Look at the paragraph beginning: *I grew up in New York City...*

Find and copy a word that shows David Doubilet's interest was captured by the film he saw.

1 mark

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

Award **1 mark** for:

- *(I was absolutely) mesmerised.*

30. Look at page 9.

How can you tell that David Doubilet admires Jacques Cousteau?

Explain fully referring to the text in your answer.

up to 3 marks

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

Award **3 marks** for 3 acceptable points or 2 points with one developed.

Award **2 marks** for 2 acceptable points or 1 developed point.

Award **1 mark** for 1 acceptable point.

Acceptable points:

- He enjoyed Jacques Cousteau's film (*The silent world*) / he was mesmerised
- The film changed the course of his life
- His knees are trembling when he approached him (which shows he's nervous about meeting his hero)
- The way he addresses Jacques Cousteau *Oh Captain Cousteau* (suggests he is in awe of him / very respectful)
- He tells Jacques Cousteau that he wants to do what he does (*I want to swim underwater and take pictures*).

Also accept:

- He followed in his footsteps by becoming an underwater photographer.

Reading answer booklet: Page 17

31. Look at the paragraph beginning *My family spent...*

From the description of his equipment, how do we know that he was a child when he first learned to dive?

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 one of the following:

- His equipment is for children / sounds childish
- His equipment is very basic / simple
 - *Adults wouldn't wear something made by Frankie the Frogman*
 - *His flippers looked like lily pads*
 - *He only has a simple yellow face mask and green flippers*

Do not accept:

- Because he was 12 when he learned to dive
- the air tank was heavier than he was.

32. *In 1956 the sport was barely 12 years old, so I was a young pioneer.*

What does the word pioneer mean in this sentence?

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 recognising that diving was a new sport, eg:

- He was one of the early people in the field of diving
- Diving was a very new sport and he was young too.
- it means he was one of the first people to do it.

Do not accept:

- *He was first to go diving*
- *It means he was a young explorer*
- *He was first.*

Reading answer booklet: Page 17 (continued)

- 33.** David Doubilet enjoyed being underwater because he could get away from people or things he had to do.

Find and copy a sentence that shows this.

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 one of the following sentences.

- *I could escape the rest of the world*
- *I could escape school or parents or lunch if I didn't like it*
- *Being at the bottom of the pool was like being at the bottom of the ocean – no one could reach me.*

Reading answer booklet: Page 18

34. How did David Doubilet change his camera so that he could use it for underwater photography?

1 mark

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

Award **1 mark** for:

- He used a rubber / waterproof bag.

Do not accept:

- He put the camera in a bag.

35. *A photographer must be as aware of light as a perfume-maker is of smells.*

(page 11)

What does David Doubilet mean by this?

2 marks

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

Award **2 marks** for responses which make the comparison between photography and making perfume explicit, focussing on the importance of the light and smells respectively, eg:

- *I think he was explaining how perfume-makers are good because they know their smells, so to be a good photographer you have understand the effects and the importance of light*

Award **1 mark** for a response that refers to **either** the photographer **or** the perfume maker, eg:

- *It is important for a photographer to understand light and how it can affect the photograph*
- *He used a simile to show that photography is harder than it looks - it is not just taking a picture.*

Do not accept:

- *Light and smell are important ingredients*

Reading answer booklet: Page 19

- 36.** Complete the table to show whether you think David Doubilet would **agree** or **disagree** with each statement.

Up to 2 marks

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

Award **2 marks** for all correct, **1 mark** for at least **three** correct.

Statement	Agree or disagree
To learn to dive you need the best equipment available.	Disagree
Photographers are light monkeys.	Agree
Meeting Jacques Cousteau changed the course of my life.	Agree
It is really important that your parents support your interests.	Disagree

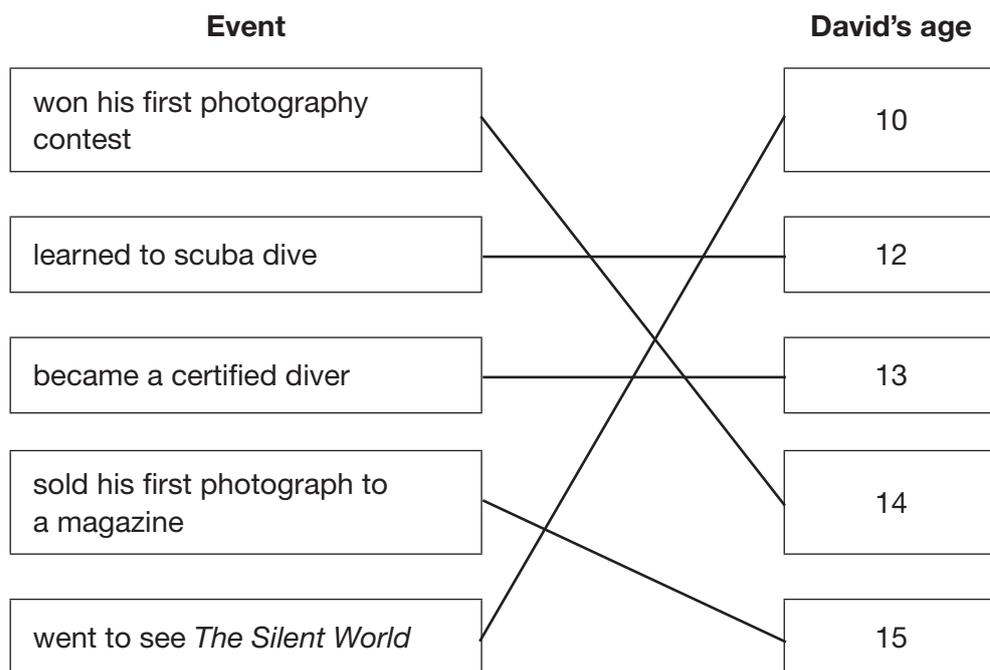
Reading answer booklet: Page 19 (continued)

37. Draw lines to match the event in David Doubilet's life to the age he was when it happened. One has been done for you.

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 events correctly matched.



Reading answer booklet: Page 20

38. *I learned early on that if you want to do something, you go and do it.*

What does this statement by David Doubilet tell us about his character?

1 mark

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

Award **1 mark** for responses which describe his independence and determination, eg:

- *He is very driven*
- *He is someone who doesn't let anything or anyone stop him doing what he wants to do.*

Do not accept a paraphrase: *It means he just gets on and does things.*



Standards
& Testing
Agency

Sample key stage 2 levels 3–5 English reading: unthemed reading booklet mark scheme
Electronic version product code: STA/14/7002/e ISBN: 978-1-78315-073-1

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