

2017 national curriculum tests

# Key stage 2

## English reading test mark schemes

Reading answer booklet



Standards  
& Testing  
Agency

# Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Structure of the key stage 2 English reading test</b>	<b>3</b>
<b>3. Content domain coverage</b>	<b>4</b>
<b>4. Explanation of the mark schemes</b>	<b>6</b>
<b>5. Mark schemes for the English reading test</b>	<b>7</b>
Section 1: Gaby to the Rescue	7
Section 2: Swimming the English Channel	13
Section 3: An Encounter at Sea	19

# 1. Introduction

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

The 2017 tests assess the 2014 national curriculum. This test has been developed to meet the specification set out in the test framework for English reading at key stage 2. It assesses the aspects of comprehension that lend themselves to a paper test. The test frameworks are on GOV.UK at [www.gov.uk/government/publications/key-stage-2-english-reading-test-framework](http://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework).

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

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

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. Scaled score conversion tables for the 2017 tests will be published at [www.gov.uk/guidance/scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/scaled-scores-at-key-stage-2) in July 2017. The standards confirmation meeting will take place in June 2017.

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

## 2. Structure of the key stage 2 English reading test

The key stage 2 English reading test comprises:

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

### 3. Content domain coverage

The 2017 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 2017 key stage 2 English reading test**

	<b>2a</b>	<b>2b</b>	<b>2c</b>	<b>2d</b>	<b>2e</b>	<b>2f</b>	<b>2g</b>	<b>2h</b>
	<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
<b>Qu.</b>	<b>Section 1: Gaby to the Rescue</b>							
1	1							
2				1				
3				1				
4				1				
5		1						
6	1							
7		1						
8	1							
9		1						
10				2				
11	1							
12		1						
13		1						
14			1					
<b>Qu.</b>	<b>Section 2: Swimming the English Channel</b>							
15	1							
16		1						
17	1							
18		2						
19		2						
20	1							
21		1						
22		1						
23				2				
24		1						

	2a	2b	2c	2d	2e	2f	2g	2h
	<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
25	1							
26				1				
27			1					
28						1		
Qu.	<b>Section 3: An Encounter at Sea</b>							
29							1	
30				1				
31a	1							
31b				1				
32	1							
33				3				
34a				1				
34b				1				
35				1				
36				3				
37				2				
38				1				
39		1						
<b>Total</b>	10	14	2	22	0	1	1	0

## 4. Explanation of the mark schemes

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

The mark schemes contain acceptable points, which are indicated either by a numbered list or a square bullet point (if there is only one 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 must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

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

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

Qu.	Requirement	Mark
36	<p>Look at the paragraph beginning: <i>Carefully, Michael leaned...</i></p> <p>What does this paragraph tell you about Michael’s character?</p> <p>Explain <b>two</b> features of his character, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. curious / interested</li> <li>2. observant</li> <li>3. brave / daring</li> <li>4. respectful / gentle</li> <li>5. cautious / calm.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>He’s careful because instead of screaming or running to the side of the boat, he went carefully and calmly. He’s also very aware of the things around him. [AP5 + evidence, AP2]</i></li> <li>• <i>Michael is daring because he tried to touch the whale not knowing what would happen. He is very interested. [AP3 + evidence, AP1].</i></li> </ul> <p><b>Award 2 marks</b> for <b>either two</b> acceptable points, <b>or one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>It tells you he is quite curious about things as a normal person would stay away, but he leaned over the boat so he could see it better. [AP1 + evidence]</i></li> <li>• <i>It tells us that he is a gentle kind character and cautious. [AP4 + AP5].</i></li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• <i>He is very inquisitive. [AP1]</i></li> <li>• <i>He is very brave and adventurous. [AP3].</i></li> </ul> <p><b>Do not accept</b> general responses relating to Michael liking animals.</p>	Up to 3m

**Aspect of reading** assessed by this question

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

**Criteria for the award of marks**

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

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

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

# 5. Mark schemes for the English reading test

## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
1	<p>A Siamese cat <b>crouched</b> on a tree branch, peering down at Gaby with brilliant blue eyes.</p> <p>Which word is closest in meaning to <i>crouched</i>?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <p>balanced <input type="checkbox"/></p> <p>squatted <input checked="" type="checkbox"/></p> <p>trembled <input type="checkbox"/></p> <p>pounced <input type="checkbox"/></p>	1m
2	<p>Look at the first paragraph, beginning: <i>A Siamese cat...</i></p> <p><i>Gaby pulled the cardigan tighter around her.</i></p> <p>Why does Gaby do this?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark for:</b></p> <p>She is thinking of wrapping the cat in her cardigan. <input type="checkbox"/></p> <p>She is worried about damaging the cardigan. <input checked="" type="checkbox"/></p> <p>She is feeling cold. <input type="checkbox"/></p> <p>She is worried the cardigan will be difficult to climb in. <input type="checkbox"/></p>	1m

## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
3	<p>In the paragraph beginning: <i>Mind made up...</i> Gaby says to the cat, 'You're out of luck...'</p> <p>In what way does Gaby think the cat is out of luck?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following:</p> <ol style="list-style-type: none"> <li>1. Gaby's mother wasn't there, e.g. <ul style="list-style-type: none"> <li>• <i>Gaby's mum wasn't back</i></li> <li>• <i>because the cat rescuer isn't there.</i></li> </ul> </li> <li>2. Only Gaby is available, e.g. <ul style="list-style-type: none"> <li>• <i>that Gaby is the only one here for the cat.</i></li> </ul> </li> <li>3. Gaby's mother is the expert, e.g. <ul style="list-style-type: none"> <li>• <i>her mum could get cats out of trees easily</i></li> <li>• <i>because it says her mum is a master tree climber and cat rescuer.</i></li> </ul> </li> <li>4. Gaby is inexperienced at rescuing cats, e.g. <ul style="list-style-type: none"> <li>• <i>because she wasn't as experienced at getting cats</i></li> <li>• <i>she has never climbed up a tree to rescue a cat before.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> reference to the cat being stuck up a tree.</p>	1m
4	<p>When Gaby pulls herself up on the branch on page 4, the cat meows.</p> <p>What does Gaby think that the cat is trying to say when it meows?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for references to the cat wanting Gaby to hurry, e.g.</p> <ul style="list-style-type: none"> <li>• <i>hurry up</i></li> <li>• <i>get me down from here quickly</i></li> <li>• <i>it's being impatient.</i></li> </ul> <p><b>Do not accept</b> 'I am hurrying'.</p>	1m



## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
5	<p>Why had Gaby climbed the tree the previous summer?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>to have a water fight / to attack the boys, e.g. <ul style="list-style-type: none"> <li><i>to have a water-balloon game with the boys</i></li> <li><i>so she could beat the boys in a water-balloon fight</i></li> <li><i>to get the boys with water bombs.</i></li> </ul> </li> <li>it was a good position for the game, e.g. <ul style="list-style-type: none"> <li><i>because it was the perfect spot for a full-blown assault on the boys</i></li> <li><i>she could throw balloons better from up there.</i></li> </ul> </li> </ol> <p><b>Also accept</b> quotations that meet an acceptable point.</p>	1m
6	<p><i>Gaby secured her feet and hands and climbed higher...</i></p> <p>What does <i>secured her feet and hands</i> mean?</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>getting a good / firm hold, e.g. <ul style="list-style-type: none"> <li><i>she gripped her hands and feet onto the branch.</i></li> </ul> </li> <li>adjusting her feet and hands, e.g. <ul style="list-style-type: none"> <li><i>she got her hands and feet into place.</i></li> </ul> </li> </ol> <p><b>Also accept</b> references to ensuring that she doesn't fall / is safe (with no reference to hold / adjustment), e.g.</p> <ul style="list-style-type: none"> <li><i>she checked her hands were in a safe place on the tree.</i></li> </ul>	1m
7	<p>Gaby thinks she makes two mistakes while trying to rescue the cat.</p> <p>What is the <b>first</b> mistake that Gaby makes while trying to rescue the cat?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to Gaby looking down.</p>	1m

## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
8	<p>Look at the paragraph beginning: <i>She knew the universal rule...</i></p> <p>What does the word <i>universal</i> tell you about the rule?</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>1. it is something everyone knows / agrees on, e.g. <ul style="list-style-type: none"> <li>• <i>it is a rule that everybody should keep</i></li> <li>• <i>that this rule applies to everyone in the universe</i></li> <li>• <i>the rule is global because everyone knows that rule.</i></li> </ul> </li> <li>2. it is something that is known / agreed on everywhere, e.g. <ul style="list-style-type: none"> <li>• <i>it is known all around the world.</i></li> </ul> </li> </ol> <p><b>Also accept</b> references to it being a rule that all climbers should know / agree on, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it is known by all tree climbers.</i></li> </ul> <p><b>Do not accept</b> reference to it being the only rule / the one rule.</p> <p><b>Do not accept</b> answers which qualify everyone and everywhere, e.g.</p> <ul style="list-style-type: none"> <li>• <i>many people know it.</i></li> </ul>	1m
9	<p>Look at the paragraph beginning: <i>Well, she'd just have to not fall...</i></p> <p><i>The cat was too shiny. Too chubby.</i></p> <p>What conclusion does Gaby draw from this?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for references to the cat having an owner / being looked after, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it wasn't a stray</i></li> <li>• <i>somebody loved it</i></li> <li>• <i>it's well fed.</i></li> </ul> <p><b>Do not accept</b> answers which do not sufficiently recognise human care for the cat, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it looks glossy / fat.</i></li> </ul>	1m

## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
10	<p>Look at page 5.</p> <p>What are <b>three</b> ways the cat shows it does not enjoy Gaby trying to rescue it?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any <b>two</b> of the following.</p> <p><b>Award 2 marks</b> for reference to any <b>three</b> of the following.</p> <ol style="list-style-type: none"> <li>1. it arched its back</li> <li>2. it hissed, e.g. <ul style="list-style-type: none"> <li>• <i>the cat hissed to tell her to go away.</i></li> </ul> </li> <li>3. it showed its teeth, e.g. <ul style="list-style-type: none"> <li>• <i>it snarled at Gaby</i></li> <li>• <i>it bares its teeth.</i></li> </ul> </li> <li>4. it dug its claws into her / latched onto her, e.g. <ul style="list-style-type: none"> <li>• <i>it scratches Gaby</i></li> <li>• <i>the cat attacked her.</i></li> </ul> </li> </ol>	Up to 2m
11	<p><i>She resettled on the branch, considering her options.</i></p> <p>What does <i>considering her options</i> mean in this sentence?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for:</p> <p>thinking about what to do <input checked="" type="checkbox"/></p> <p>changing her mind <input type="checkbox"/></p> <p>looking at it from the cat's point of view <input type="checkbox"/></p> <p>wishing her mother was there <input type="checkbox"/></p>	1m

## Section 1: Gaby to the Rescue

Qu.	Requirement	Mark
12	<p>Look at page 5.</p> <p>Give <b>one</b> piece of advice that Gaby's mother gives her for dealing with cats.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>1. speak softly to them, e.g. <ul style="list-style-type: none"> <li>• <i>talk gently to it.</i></li> </ul> </li> <li>2. pick them up by the loose skin / by the back of their neck, e.g. <ul style="list-style-type: none"> <li>• <i>to take hold of their loose skin</i></li> <li>• <i>hold a cat by the scruff of their neck like its mother would have.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> anything that Gaby's mother does that is not offered as advice, e.g.</p> <ul style="list-style-type: none"> <li>• <i>to giggle and sweet talk the cats.</i></li> </ul>	1m
13	<p>Gaby uses the Spanish word <i>gato</i> for cat.</p> <p>Who else in the story speaks Spanish?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for <b>any</b> reference to Gaby's mother, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Mum.</i></li> </ul>	1m
14	<p>Number the following events 1–5 to show the order in which they happened.</p> <p>The first one has been done for you.</p> <p><b>Content domain:</b> 2c – summarise main ideas from more than one paragraph</p> <p><b>Award 1 mark</b> for the correct sequence:</p> <p>Gaby breaks the universal rule of tree climbing. <span style="border: 1px solid black; padding: 2px;">4</span></p> <p>Gaby notices the cat. <span style="border: 1px solid black; padding: 2px;">1</span></p> <p>Gaby tries to pick up the cat. <span style="border: 1px solid black; padding: 2px;">5</span></p> <p>Gaby remembers the water-balloon fight. <span style="border: 1px solid black; padding: 2px;">3</span></p> <p>Gaby takes her cardigan off. <span style="border: 1px solid black; padding: 2px;">2</span></p>	1m

## Section 2: Swimming the English Channel

Qu.	Requirement	Mark
15	<p><i>Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.</i></p> <p><b>Find and copy two</b> different words from the sentence above that show how tired Matthew Webb was.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for <b>both</b> of the following:</p> <ol style="list-style-type: none"> <li>1. <i>exhausted (man)</i></li> <li>2. <i>staggered (onto).</i></li> </ol>	1m
16	<p>What event made Matthew Webb want to swim the English Channel?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to the (unsuccessful) attempt, e.g.</p> <ul style="list-style-type: none"> <li>• <i>J.B. Thompson failed to swim it in 1872 which inspired him to swim it</i></li> <li>• <i>someone failed in 1872</i></li> <li>• <i>J.B. Thompson’s attempt.</i></li> </ul> <p><b>Do not accept</b> reference to J.B. Thompson alone, e.g.</p> <ul style="list-style-type: none"> <li>• <i>he was inspired by J.B. Thompson.</i></li> </ul>	1m
17	<p>Look at the paragraph beginning: <i>Twenty-seven-year-old Webb...</i></p> <p><b>Find and copy one</b> word from this paragraph that is closest in meaning to ‘motivated’.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for:</p> <ul style="list-style-type: none"> <li>■ <i>inspired.</i></li> </ul>	1m

## Section 2: Swimming the English Channel

Qu.	Requirement	Mark															
18	<p>Using information from the text, put a tick in the correct box to show whether each statement is <b>true</b> or <b>false</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for three correct or 2 marks for all four correct:</b></p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Matthew Webb’s first attempt to swim the English Channel was not successful.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>The first successful swim of the English Channel was in 1872.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>J.B. Thompson and Matthew Webb swam the English Channel in 1875.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Matthew Webb took twenty hours to swim the English Channel.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		True	False	Matthew Webb’s first attempt to swim the English Channel was not successful.	✓		The first successful swim of the English Channel was in 1872.		✓	J.B. Thompson and Matthew Webb swam the English Channel in 1875.		✓	Matthew Webb took twenty hours to swim the English Channel.		✓	Up to 2m
	True	False															
Matthew Webb’s first attempt to swim the English Channel was not successful.	✓																
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Matthew Webb took twenty hours to swim the English Channel.		✓															

19	<p>Name <b>two</b> of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for any of the following combinations of hardship and action up to a maximum of 2 marks:</b></p> <table border="1"> <thead> <tr> <th>Hardship</th> <th>How he dealt with it</th> </tr> </thead> <tbody> <tr> <td>■ cold / hypothermia</td> <td>■ coated himself in oil</td> </tr> <tr> <td>■ jellyfish / stings</td> <td>■ coated himself in oil</td> </tr> <tr> <td>■ limited access to food / drink</td> <td>■ accompanied by friends / boats ■ food from his friends / boats</td> </tr> <tr> <td>■ danger / need for protection</td> <td>■ accompanied by friends / boats ■ protection by his friends / boats</td> </tr> </tbody> </table>	Hardship	How he dealt with it	■ cold / hypothermia	■ coated himself in oil	■ jellyfish / stings	■ coated himself in oil	■ limited access to food / drink	■ accompanied by friends / boats ■ food from his friends / boats	■ danger / need for protection	■ accompanied by friends / boats ■ protection by his friends / boats	Up to 2m
Hardship	How he dealt with it											
■ cold / hypothermia	■ coated himself in oil											
■ jellyfish / stings	■ coated himself in oil											
■ limited access to food / drink	■ accompanied by friends / boats ■ food from his friends / boats											
■ danger / need for protection	■ accompanied by friends / boats ■ protection by his friends / boats											

## Section 2: Swimming the English Channel

Qu.	Requirement	Mark
20	<p><b>Find and copy</b> a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>(are) not standard (for today's cross-Channel swimmers)</i></li> </ul>	1m
21	<p>Why do slow Channel swimmers swim further than faster swimmers?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>1. faster swimmers are more direct, e.g. <ul style="list-style-type: none"> <li>• <i>The faster you are, the more direct your swim will be.</i></li> </ul> </li> <li>2. tides and / or currents, e.g. <ul style="list-style-type: none"> <li>• <i>because of the tides and currents.</i></li> </ul> </li> </ol> <p><b>Also accept</b> references to being pushed / pulled off course, e.g.</p> <ul style="list-style-type: none"> <li>• <i>waves take them off course.</i></li> </ul>	1m
22	<p>Look at the section headed: <b><i>Frequently asked questions.</i></b></p> <p>How long did the fastest swim across the Channel take?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>7 hours.</i></li> </ul> <p><b>Do not accept</b> 7 without 'hours'.</p>	1m

## Section 2: Swimming the English Channel

Qu.	Requirement	Mark															
23	<p>Look at the section headed: <b><i>Frequently asked questions.</i></b></p> <p>Put a tick in the correct box to show whether each of the following statements is a <b>fact</b> or an <b>opinion</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark for three correct or 2 marks for all four correct:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>The temperature of the water in the Channel can range from 12°C to 18°C.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Water with a temperature of 18°C is too cold to swim in.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The direct distance across the Channel is approximately 21 miles.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Faster swimmers do not swim as many miles across the Channel.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Fact	Opinion	The temperature of the water in the Channel can range from 12°C to 18°C.	✓		Water with a temperature of 18°C is too cold to swim in.		✓	The direct distance across the Channel is approximately 21 miles.	✓		Faster swimmers do not swim as many miles across the Channel.	✓		Up to 2m
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The direct distance across the Channel is approximately 21 miles.	✓																
Faster swimmers do not swim as many miles across the Channel.	✓																
24	<p>In what year did the French authorities make it illegal for people to swim from France to England?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ 1993.</li> </ul>	1m															
25	<p>Look at the section headed: <b><i>Safe to swim?</i></b></p> <p><b>Find and copy one</b> word which shows that swimming the Channel is illegal in France.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark for:</b></p> <ul style="list-style-type: none"> <li>■ <i>outlawed.</i></li> </ul> <p><b>Also accept</b> <i>ban.</i></p>	1m															



## Section 2: Swimming the English Channel

Qu.	Requirement	Mark
26	<p>David Walliams was determined to be successful in his attempt to swim the English Channel.</p> <p>Give <b>one</b> piece of evidence from the text which shows this.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>1. he did not miss a training session, e.g. <ul style="list-style-type: none"> <li>• <i>David showed up to all the training sessions.</i></li> </ul> </li> <li>2. he trained for nine months.</li> </ol>	1m
27	<p>Which of the following would be the most suitable summary of the whole text?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2c – summarise main idea from more than one paragraph</p> <p><b>Award 1 mark</b> for:</p> <p>The Life of David Walliams <input type="checkbox"/></p> <p>A Sporting Challenge <input checked="" type="checkbox"/></p> <p>Sailing the Channel <input type="checkbox"/></p> <p>Training for Survival <input type="checkbox"/></p>	1m

## Section 2: Swimming the English Channel

Qu.	Requirement	Mark
28	<p>Draw lines to match each section to its main content.</p> <p>One has been done for you.</p> <p><b>Content domain:</b> 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p><b>Award 1 mark</b> for all correctly matched:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Section</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><i>The first Channel swimmer</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><i>Frequently asked questions</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><i>Safe to swim?</i></div> <div style="border: 1px solid black; padding: 5px;"><i>Celebrity swimmer</i></div> </div> <div style="text-align: center;"> <p><b>Content</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">summarises key information about swimming the Channel</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">shows contrasting viewpoints about swimming the Channel</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">gives information about the origins of swimming the Channel</div> <div style="border: 1px solid black; padding: 5px;">highlights the continuing attractions of swimming the Channel</div> </div> </div>	1m

### Section 3: An Encounter at Sea

Qu.	Requirement	Mark
29	<p><i>...like a toy sitting on a glass table.</i></p> <p>What does this description suggest about the boat?</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>1. small / insignificant, e.g. <ul style="list-style-type: none"> <li>• <i>it was small in a big ocean.</i></li> </ul> </li> <li>2. still / unmoving, e.g. <ul style="list-style-type: none"> <li>• <i>it created no ripples.</i></li> </ul> </li> </ol>	1m
30	<p>Look at page 8.</p> <p>What was unusual for Michael about this day?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to Michael seeing no dolphins.</p> <p><b>Do not accept</b> references to the weather / temperature.</p>	1m



## Section 3: An Encounter at Sea

Qu.	Requirement	Mark
33	<p>Look at page 9.</p> <p>How is the whale made to seem mysterious?</p> <p>Explain <b>two</b> ways, giving evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. unexpected / unidentified / unfamiliar sound it makes</li> <li>2. unexpected appearance / disappearance</li> <li>3. Michael’s shock / confusion</li> <li>4. it describes parts of the whale / the whale is only partly visible</li> <li>5. it doesn’t immediately say what it is</li> <li>6. it uses familiar things to describe the unrecognisable</li> <li>7. rules out what it is not rather than telling you what it is.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, with at least <b>one</b> supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the whale is made mysterious because out of the blue, there is a ‘ppppffffwwraa’ noise. It is also mysterious as it seems to appear out of nowhere ‘A black shape much, much bigger than the biggest dolphin, showed about five metres from the boat’.</i>[AP1 + evidence, AP2 + evidence]</li> <li>• <i>because of the unusual sound it makes and it doesn’t say it’s a whale until Michael realises – a whale! That’s what he had seen.</i> [AP1, AP5 + evidence].</li> </ul> <p><b>Award 2 marks</b> for <b>either two</b> acceptable points, <b>or one</b> acceptable point supported with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>a black shape much much bigger than the biggest dolphin. It doesn’t tell you what the shape is but you know it isn’t a dophin which creates mystery.</i> [evidence + AP7]</li> <li>• <i>something takes Michael by surprise and he keeps you in suspense by not saying what it is yet.</i> [AP3, AP5].</li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• <i>it only describes a bit of it so you don’t know what it is</i> [AP4]</li> <li>• <i>by describing it as being like something you know to help you understand.</i> [AP6].</li> </ul>	Up to 3m

## Section 3: An Encounter at Sea

Qu.	Requirement	Mark
34a	<p>When Michael touched the whale it felt smooth.</p> <p>(a) According to the text on page 9, why might he have expected it to feel smooth?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to it looking polished / like a polished rock.</p> <p><b>Do not accept</b> reference to it being shiny / wet.</p>	1m
34b	<p>(b) According to the text on page 10, why might he <b>not</b> have expected it to feel smooth?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"> <li>the whale's damaged skin / scars, e.g. <ul style="list-style-type: none"> <li><i>it had bits of skin missing</i></li> <li><i>it had scars all over it.</i></li> </ul> </li> <li>the whale's head looked like a patchwork / wreckage.</li> </ol> <p><b>Also accept</b> quotations which meet an acceptable point.</p> <p><b>Do not accept</b> reference to the crease of skin / it having creased skin.</p> <p><b>Do not accept</b> reference to injury without referring to scarring / skin damage.</p>	1m
35	<p>Look at the paragraph beginning: <i>Carefully, Michael leaned...</i></p> <p>Where was the whale?</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for:</p> <p>in front of the boat <input type="checkbox"/></p> <p>at the side of the boat <input type="checkbox"/></p> <p>under the boat <input checked="" type="checkbox"/></p> <p>five metres from the boat <input type="checkbox"/></p>	1m

## Section 3: An Encounter at Sea

Qu.	Requirement	Mark
36	<p>Look at the paragraph beginning: <i>Carefully, Michael leaned...</i></p> <p>What does this paragraph tell you about Michael's character?</p> <p>Explain <b>two</b> features of his character, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>1. curious / interested</li> <li>2. observant</li> <li>3. brave / daring</li> <li>4. respectful / gentle</li> <li>5. cautious / calm.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>He's careful because instead of screaming or running to the side of the boat, he went carefully and calmly. He's also very aware of the things around him. [AP5 + evidence, AP2]</i></li> <li>• <i>Michael is daring because he tried to touch the whale not knowing what would happen. He is very interested. [AP3 + evidence, AP1].</i></li> </ul> <p><b>Award 2 marks</b> for <b>either two</b> acceptable points, <b>or one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li>• <i>It tells you he is quite curious about things as a normal person would stay away, but he leaned over the boat so he could see it better. [AP1 + evidence]</i></li> <li>• <i>It tells us that he is a gentle kind character and cautious. [AP4 + AP5].</i></li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li>• <i>He is very inquisitive. [AP1]</i></li> <li>• <i>He is very brave and adventurous. [AP3].</i></li> </ul> <p><b>Do not accept</b> general responses relating to Michael liking animals.</p>	Up to 3m

## Section 3: An Encounter at Sea

Qu.	Requirement	Mark
37	<p>The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions?</p> <p>Give <b>two</b> ways.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"> <li>1. the whale stayed / left and came back</li> <li>2. the whale allowed Michael to touch it, e.g. <ul style="list-style-type: none"> <li>• <i>the whale stayed to be touched</i></li> <li>• <i>the whale didn't draw away.</i></li> </ul> </li> <li>3. the whale looked Michael in the eye / allowed Michael to look it in the eye</li> <li>4. the whale came close to Michael / close enough to touch the boat, e.g. <ul style="list-style-type: none"> <li>• <i>the whale came near the boat.</i></li> </ul> </li> <li>5. the whale slowly went away / caressed the boat.</li> </ol> <p><b>Also accept</b> quotations which meet an acceptable point.</p> <p><b>Do not accept</b> answers referring to possible aggression by the whale, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the whale didn't attack him</i></li> <li>• <i>the whale didn't swallow him / the boat.</i></li> </ul> <p><b>Do not accept</b> reference to the whale remaining calm without further explanation.</p>	Up to 2m
38	<p><i>Like a sleeper waking from a dream, he looked around, dazed.</i></p> <p>This tells us that at the end of the story Michael felt that...</p> <p>Tick <b>one</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for:</p> <p>he wanted the experience to continue. <input type="checkbox"/></p> <p>he had experienced something similar before. <input type="checkbox"/></p> <p>the experience was unreal. <input checked="" type="checkbox"/></p> <p>the experience was worrying. <input type="checkbox"/></p>	1m



### Section 3: An Encounter at Sea

Qu.	Requirement	Mark															
39	<p>Tick one box in each row to show whether each statement is <b>true</b> or <b>false</b>.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for <b>all four</b> correct:</p> <table border="1" data-bbox="213 602 1150 1084"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Michael was in an unfamiliar area of sea when he saw the whale.</td> <td></td> <td>✓</td> </tr> <tr> <td>The boat was still motoring forwards when the whale appeared.</td> <td></td> <td>✓</td> </tr> <tr> <td>The whale felt warm and soft when Michael touched it.</td> <td></td> <td>✓</td> </tr> <tr> <td>Michael could not name the colour of the whale's eye.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	Michael was in an unfamiliar area of sea when he saw the whale.		✓	The boat was still motoring forwards when the whale appeared.		✓	The whale felt warm and soft when Michael touched it.		✓	Michael could not name the colour of the whale's eye.	✓		1m
	True	False															
Michael was in an unfamiliar area of sea when he saw the whale.		✓															
The boat was still motoring forwards when the whale appeared.		✓															
The whale felt warm and soft when Michael touched it.		✓															
Michael could not name the colour of the whale's eye.	✓																

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