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2023 national curriculum tests

# Key stage 2

# English reading test mark schemes

## Reading answer booklet

Standards & Testing Agency

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# 1. Introduction

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

The 2023 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 2023 tests will be published in July 2023. The standards confirmation meeting will take place in June 2023.

# 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 2023 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 2023 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: A Noise in the Night** | | | | | | | |
| **1** | | | | 2 | | | | |
| **2** | | | | 1 | | | | |
| **3** | | 1 | | | | | | |
| **4** | | 1 | | | | | | |
| **5** | | 1 | | | | | | |
| **6** | | | | 1 | | | | |
| **7** | | | | 1 | | | | |
| **8** | 1 | | | | | | | |
| **9** | | | | 1 | | | | |
| **10** | | | | 1 | | | | |
| **11** | | | | 1 | | | | |
| **12** | | 2 | | | | | | |
| **Qu.** | **Section 2: Bats Under the Bridge** | | | | | | | |
| **13** | | 1 | | | | | | |
| **14** | | | | 1 | | | | |
| **15** | 2 | | | | | | | |
| **16** | | 1 | | | | | | |
| **17** | 1 | | | | | | | |
| **18** | 1 | | | | | | | |
| **19** | | 1 | | | | | | |
| **20a** | 1 | | | | | | | |
| **20b** | | 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** | | 1 | | | | | | |
| **23** | | 2 | | | | | | |
| **24** | | | | | | 1 | | |
| **25** | | | | 1 | | | | |
| **26** | | | | 3 | | | | |
| **Qu.** | **Section 3: A Howl at Dusk** | | | | | | | |
| **27** | 1 | | | | | | | |
| **28** | | 1 | | | | | | |
| **29** | 1 | | | | | | | |
| **30** | | | | 1 | | | | |
| **31** | | | | 1 | | | | |
| **32a** | | | | 1 | | | | |
| **32b** | | 1 | | | | | | |
| **33** | | | | 1 | | | | |
| **34** | 1 | | | | | | | |
| **35** | | | 1 | | | | | |
| **36** | | | | 2 | | | | |
| **37** | | | | 1 | | | | |
| **38** | | | | 3 | | | | |
| **Total** | **9** | **16** | **1** | **23** | | **1** | | |

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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

**Criteria for the award of marks**

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

Examples of responses produced in the trials and awarded marks

| Qu. | Requirement | Mark |
|---|---|---|
| 26 | What positive messages does Harriet want readers to understand about bats?<br>Give **two** positive messages, using evidence from the text to support your answer.<br>An example has been done for you.<br>**Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text<br>**Award 3 marks** for **two** acceptable points, at least **one** with evidence.<br>**Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence.<br>**Award 1 mark** for **one** acceptable point. | **Up to 3m** |

| Acceptable points (positive messages) | Likely evidence |
|---|---|
| **1.** bats provide benefits for people / farming | • *they bring benefits to society by eating insects*<br>• *they eat mosquitoes which everybody hates*<br>• *are good insect control*<br>• *they prevent / reduce the need for farming chemicals.* |
| **2.** bats are not harmful | • *they do not carry disease*<br>• *they do not pull out your hair*<br>• *they are not dangerous*<br>• *they are gentle creatures (that will not harm you).* |
| **3.** bats should be protected / supported | • *building bat boxes*<br>• *fill the garden with flowers*<br>• *not campaigning against them*<br>• *not covering garden in concrete.* |
| **4.** bats are our friends | • *they are our allies / not enemies*<br>• *flying friends*<br>• *they eat bugs who terrorise us.* |
| **5.** bats are misunderstood | • *educate the public*<br>• *'prejudice' suggests it's wrong*<br>• *they don't pull out our hair*<br>• *they don't carry disease.* |
| **6.** bats are interesting / amazing | • *largest bat colony in the world*<br>• *eat tonnes of insects every night*<br>• *spectacle*<br>• *one of the most unusual and fascinating tourist attractions anywhere.* |
| **7.** bats provide benefits for tourism | • *bats attract tourists*<br>• *give an unusual but fascinating sight.* |

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# 5. Mark schemes for the English reading test

## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 1 | Look at the first paragraph.<br><br>How can you tell Priya was feeling nervous?<br><br>Write **two** ways.<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.** Priya's heart beating fast, e.g.<br>• *Priya's heart started to race*<br>• *her heart was beating really quickly.*<br><br>**2.** Priya taking a deep breath / trying to calm herself down, e.g.<br>• *she took a deep breath*<br>• *Priya was trying to calm herself*<br>• *she must be nervous because she needs to calm down.*<br><br>**3.** Priya telling herself there is nothing to worry about, e.g.<br>• *she tells herself it must be something harmless*<br>• *she tries to reassure herself.*<br><br>**4.** Priya waking with a start, e.g.<br>• *she woke with a start.* | **Up to 2m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| **2** | Look at page 4.<br><br>Why did Priya find it surprising to hear two vehicles drive by?<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.** Priya not seeing or hearing many cars, e.g.<br>• *they'd only seen a couple of cars, and now two had come past together*<br>• *she'd seen hardly any traffic*<br>• *because they hadn't heard that many cars drive by.*<br><br>**2.** the lack of traffic that day, e.g.<br>• *there had been hardly any traffic during the daytime.*<br><br>**Do not accept** reference only to it being late at night / very early in the morning, e.g.<br>• *because it was the middle of the night.* | **1m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 3 | What made Priya realise that one of the vehicles was not a car?<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.** the different engine sound / different sound quality, e.g.<br>• *sounded too deep for the car*<br>• *it sounded like another type of engine*<br>• *the noise of the engine was not like a car*<br>• *it sounded deeper*<br>• *it sounds like a tractor*<br>• *it didn't sound like a car*<br>• *lower engine.*<br><br>**2.** the sound / sound quality of the engine without a comparison to the car engine, e.g.<br>• *it had a deep throbbing sound*<br>• *deep engine*<br>• *it was a deep throbbing*<br>• *it was a low sound*<br>• *the engine sound*<br>• *the noise of the engine*<br>• *the sound of the vehicle.*<br><br>**Do not accept** reference only to the volume of the sound, e.g.<br>• *it was louder*<br>• *it was too loud.* | **1m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 4 | Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*<br><br>Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for the correct sequence:<br><br>the foot of the hill **2**<br>the campsite **1**<br>the cattle grid **4**<br>the bridge **3** | **1m** |

| | | |
|---|---|---|
| 5 | Look at page 4.<br><br>What made Priya decide *to take a look* outside the tent?<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>She heard hedgehog noises. ☐<br>She heard Toby coughing. ☐<br>She heard the engine stop. ☑<br>She heard the noise from the road. ☐ | **1m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 6 | Look at the last paragraph on page 4.<br><br>How can you tell that the moonlight was very bright?<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.** Priya being able to see the whole valley, e.g.<br>• *Priya could see the whole valley in the moonlight*<br>• *she could see the other side of the valley*<br>• *she could see the valley right the way along.*<br><br>**2.** the valley / everywhere being silver in the moonlight, e.g.<br>• *the valley was all silver in the moonlight*<br>• *everywhere was blue, black and silver*<br>• *the valley was silver.*<br><br>**Do not accept** reference only to the three colours: blue, black and silver, e.g.<br>• *there was blue, black and silver*<br>• *blue, black and silver in the moonlight.* | **1m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 7 | Look at the top of page 5.<br><br>*Then **it** hit her.*<br><br>What is ***it***?<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.** Priya's realisation that they were rustlers, e.g.<br>• *she had figured out that they were rustlers*<br>• *that she saw rustlers*<br>• *they were rustlers*<br>• *the fact it was robbers*<br>• *'it' is Priya knowing that those vehicles are rustlers*<br>• *she thought that it was the rustlers.*<br><br>**2.** Priya's understanding of the situation, e.g.<br>• *that she knew who they were*<br>• *she knew what was happening*<br>• *she instantly knew who was making the noise*<br>• *it is what was going on with the vehicles*<br>• *she noticed what it had to be*<br>• *the idea of who the people might be.*<br><br>**3.** Priya's realisation only, e.g.<br>• *she realised*<br>• *the answer*<br>• *the realisation*<br>• *she figures something out.*<br><br>**Also accept** reference only to a thought / idea without realisation, e.g.<br>• *it is a thought*<br>• *an idea.*<br><br>**Do not accept** (*the / some*) *rustlers.* | **1 m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| 8 | *She wriggled back inside the tent…*<br><br>What does this tell you about how Priya got inside the tent?<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>She ran quickly inside. ☐<br>She jumped through the flap. ☐<br>She had to squeeze in. ☑<br>She crept in quietly. ☐ | **1m** |
| 9 | *'You'd better not be making this up.'*<br><br>Why does Abby say this to Priya?<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.** Abby has been asleep / has been woken up / is tired, e.g.<br>• *because Abby was asleep*<br>• *because Abby doesn't want to be woken up for no reason*<br>• *Priya had interrupted her sleep*<br>• *because Abby was tired*<br>• *Abby wanted to go back to sleep.*<br><br>**2.** it is late at night / early in the morning, e.g.<br>• *because it's early in the morning*<br>• *it's 2am*<br>• *it's the middle of the night.*<br><br>**3.** Abby thinking that it is a prank, e.g.<br>• *she wasn't sure if Priya was telling the truth or not*<br>• *because she thought that it must have been a prank*<br>• *she thought it's not really true.* | **1m** |

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## Section 1: A Noise in the Night

| Qu. | Requirement | Mark |
|---|---|---|
| **10** | Look at page 5.<br><br>Write **one** piece of evidence that shows Abby was shocked by what she saw.<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.** the phrase *a sharp intake of breath*, e.g.<br>• *Priya heard a sharp intake of breath from Abby*<br>• *Priya heard Abby taking a sharp breath*<br>• *she gasped*<br>• *inhaled sharply.*<br><br>**2.** the quotation *We have to do something*, e.g.<br>• *she was certain she had to do something*<br>• *Abby now also wanted to call for help*<br>• *she wanted to help.* | **1m** |

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## Section 1: A Noise in the Night

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>11</td><td>Look at the end of the extract.<br><br>Why was Abby worried?<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. the sheep being stolen / harmed, e.g.<br>• she was worried because the sheep were being taken<br>• Mr Jones' sheep were getting stolen<br>• something bad was happening to the sheep<br>• the sheep might be hurt<br>• the sheep were in danger<br>• someone was stealing the sheep.<br><br>2. Abby not knowing what they should do, e.g.<br>• she didn't know what to do next<br>• she wasn't sure what to do to help Mr Jones.<br><br>Do not accept reference only to Those are Mr Jones' sheep. We have to do something.</td><td>1m</td></tr>
<tr><td>12</td><td>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:<br><br>
<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>At the beginning of the story, Priya knew what had woken her up.</td><td></td><td>✓</td></tr>
<tr><td>The binoculars belonged to Priya.</td><td></td><td>✓</td></tr>
<tr><td>Both Priya and Abby agreed that they had to do something.</td><td>✓</td><td></td></tr>
<tr><td>The rustlers stopped in Priya and Abby's campsite.</td><td></td><td>✓</td></tr>
</table>
</td><td>Up to 2m</td></tr>
</table>

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 13 | Look at the first two paragraphs.<br><br>In which American state is the Congress Avenue Bridge found?<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 Texas, e.g.<br><br>• *Texas*<br>• *Texas, North America.*<br><br>**Do not accept** reference to both Austin and Texas without indicating Texas is the state, e.g.<br>• *Austin, Texas.* | **1m** |
| 14 | Look at the first two paragraphs.<br><br>Why is Bat Fest held in the summer?<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.** summer being when the bats come out, e.g.<br>• *it is held in summer because every evening in summer they all come out at once*<br>• *because that is when the bats swarm out*<br>• *that's when the bats are more active*<br>• *because they fly into the city spreading out*<br>• *they rise up into the city sky every summer evening.*<br><br>**2.** summer being when the bats are beneath the bridge, e.g.<br>• *Bat Fest is held in the summer because that is when the bridge attracts bats*<br>• *that's when bats are there.*<br><br>**3.** summer being when there is a large number of bats, e.g.<br>• *to see all the bats*<br>• *because that is when most of the bats are around.*<br><br>**Do not accept** references to it being warm in summer, e.g.<br>• *it is held in the summer because it is the warmest time of the year*<br>• *it is warm and safe for bats to live.* | **1m** |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 15 | The bridge is described as a ***hotspot*** by the interviewer and Harriet.<br>What does the word *hotspot* mean when the interviewer uses it in her question?<br>What does the word *hotspot* mean when Harriet uses it in her answer?<br>**Content domain:** 2a – give or explain the meaning of words in context | **Up to 2m** |
| | What does the word *hotspot* mean when the interviewer uses it in her question?<br>**Award 1 mark** for reference to the bridge being popular (with bats), e.g.<br>• *it's popular with bats*<br>• *a well-known place to bats*<br>• *a popular place*<br>• *what makes it so popular?*<br>• *bats love it there.*<br>**Also accept** reference to the bridge being crowded (with bats), e.g.<br>• *it means that lots of bats live there*<br>• *the place where all of the bats go*<br>• *a place full of them*<br>• *it's busy.*<br>**Do not accept** reference to the bridge being a popular tourist attraction, e.g.<br>• *lots of people go there, like an attraction.* | |
| | What does the word *hotspot* mean when Harriet uses it in her answer?<br>**Award 1 mark** for reference to the bridge being warm / hot, e.g.<br>• *that it's a warm and safe spot for bat pups*<br>• *under the bridge is very warm*<br>• *a place that's hot*<br>• *'hotspot', used in this context, literally means a 'spot that's hot'*<br>• *it means a hot (temperature) spot.*<br>**Do not accept** reference to the bridge being an ideal place for bats / perfect for bats to raise their young without reference to warmth, e.g.<br>• *perfect place for mother bats.* | |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 16 | Look at Harriet's answer to the question: ***This ordinary bridge is popular with bats. What makes it such a hotspot?***<br><br>The Congress Avenue Bridge attracts bats to Austin.<br><br>What else attracts bats to Texas?<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 insects, e.g.<br>• *the number of insects in Austin*<br>• *there are a lot of tasty insects to feast on*<br>• *its tasty insects*<br>• *the bugs that live there.* | **1m** |
| 17 | Look at Harriet's answer beginning: *It's actually very appropriate…*<br><br>**Find** and **copy one** word that is closest in meaning to 'eat'.<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for:<br>• *consume.*<br><br>**Also accept**:<br>• *feeding.* | **1m** |
| 18 | Look at Harriet's answer to the question: ***Have there always been so many bats here?***<br><br>**Find** and **copy one** word which means 'a group of bats living together'.<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for:<br>• *colony.*<br><br>**Also accept**:<br>• *population.* | **1m** |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 19 | Look at Harriet's answer to the question: ***Have there always been so many bats here?***<br><br>According to Harriet, why did some people in Austin dislike bats?<br><br>Write **two** reasons.<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 **two** of the following:<br><br>**1.** people thinking that bats will attack / will pull out their hair, e.g.<br>• *they could attack them by pulling out hair*<br>• *pull out your hair*<br>• *if you try to touch them, they are dangerous*<br>• *they are hostile*<br>• *thought they were aggressive.*<br><br>**2.** people thinking that bats carry disease, e.g.<br>• *they thought they had diseases*<br>• *they can carry diseases*<br>• *they could give us diseases.*<br><br>**3.** bats being uninvited, e.g.<br>• *they were seen as uninvited guests.*<br><br>**Also accept** reference to a (sudden) increase in numbers, e.g.<br>• *there were a few initially, but then there were thousands*<br>• *the population under the bridge grew to be the largest colony in the world.*<br><br>**Do not accept** reference to the bats' appearance, e.g.<br>• *their teeth and claws*<br>• *they are frightening.* | **1m** |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| **20(a)** | Look at Harriet's answer to the question: ***There are millions of bats in Texas – how can they need protecting?***<br><br>Harriet describes bats as ***vulnerable.***<br><br>Which of the following is closest in meaning to *vulnerable?*<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>foolish ☐<br>at risk ☑<br>frightening ☐<br>tormented ☐ | **1m** |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| **20(b)** | According to Harriet, why does living in large groups make bats *vulnerable*?<br><br>**Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction<br><br>**Award 1 mark** for any of the following:<br><br>**1.** many bats being affected if their habitat is damaged, e.g.<br>• *because if anything happens to their home, they'll all become homeless and many will die*<br>• *if something happens to where they are living then that's a large group of bats homeless*<br>• *there are 15 million bats in a cave – if it collapses it will kill them.*<br><br>**2.** many bats being affected if something happens, e.g.<br>• *because if something happened to one group it would affect a lot of bats*<br>• *if one group of bats got destroyed, we would lose about 15 million bats*<br>• *if one thing happened, they would all die.*<br><br>**Also accept** reference to many bats being affected at once, e.g.<br>• *because they would all die at once*<br>• *they could all get wiped out in one go*<br>• *because they would all become homeless at once.*<br><br>**Do not accept** reference only to many bats being affected, e.g.<br>• *many of them wouldn't survive*<br>• *many would become homeless.*<br><br>**Do not accept** reference only to damage (without recognising many bats being affected), e.g.<br>• *because a cave could be destroyed*<br>• *if their home was destroyed they would be homeless.* | **1m** |

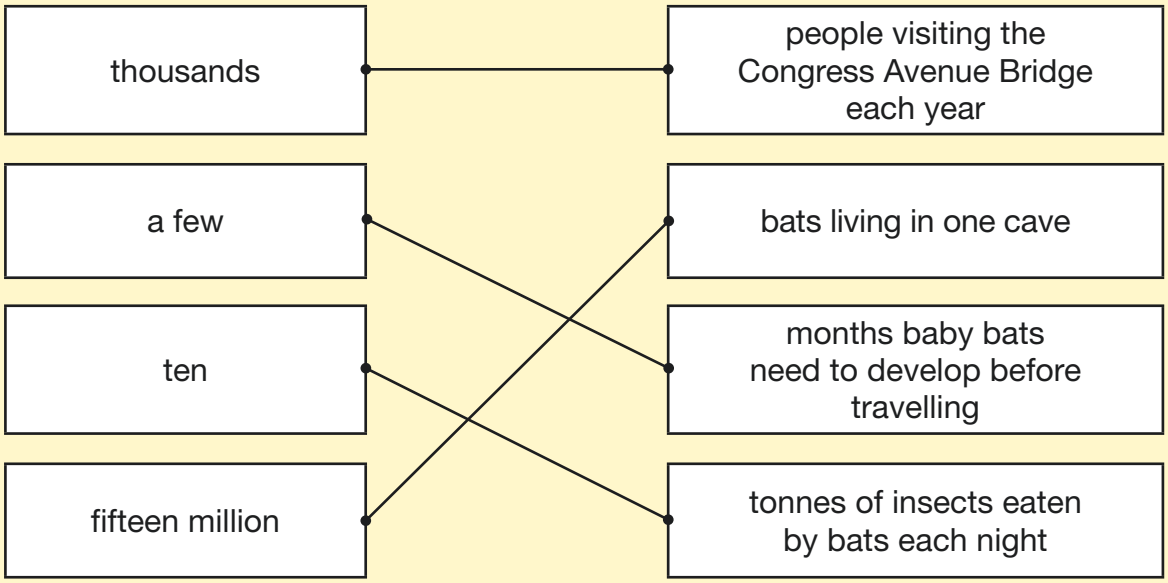
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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 21 | Look at Harriet's answer to the question: ***What benefits could bats possibly bring to humans?***<br><br>How can you tell that Harriet thinks insects are pests?<br><br>Write **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 negative effects (of insects) on farming, e.g.<br>• *she also says that farmers spend millions of dollars to get rid of the insects*<br>• *farmers have to buy chemicals to get rid of insects*<br>• *the insects eat farmers' crops.*<br><br>**2.** insects annoying people, e.g.<br>• *who hasn't been tormented by mosquitoes?*<br>• *they annoy us humans a lot.*<br><br>**3.** people having to fight against insects, e.g.<br>• *she says they're battling against them*<br>• *people spend a great deal of time getting rid of them.*<br><br>**4.** Harriet being positive about insects being eaten, e.g.<br>• *she says bats are allies by killing insects*<br>• *the bats eat ten tonnes of insects so she thinks they are our friends*<br>• *she thinks it's a good thing they are being eaten.*<br><br>**Also accept** reference to either bite or sting, e.g.<br>• *they bite and sting humans.*<br><br>**Do not accept** reference to Harriet's negativity without giving specific examples, e.g.<br>• *she only describes annoying things about them*<br>• *she says bad things about them*<br>• *uses words that describe how she dislikes them.* | **Up to 2m** |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 22 | Draw **four** lines to match an amount on the left to a fact on the right.<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><br> | 1m |

| Qu. | Requirement | Mark |
|---|---|---|
| 23 | Look at page 7.<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 |
|---|---|---|
| Harriet Lopez thinks some bats are cute. | ✓ | |
| Bats could be an alternative to chemicals for farmers. | ✓ | |
| In Texas there are more humans than bats. | | ✓ |
| Putting a bat box in your garden will encourage insects. | | ✓ |

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## Section 2: Bats Under the Bridge

| Qu. | Requirement | Mark |
|---|---|---|
| 24 | ***Is there anything I can do to support bats in my area?***<br>This question shows that the interviewer…<br>Tick **one**.<br>**Content domain:** 2f – identify and / or explain how information or narrative content is related and contributes to meaning as a whole<br>**Award 1 mark** for:<br>is surprised that there are so many bats in Austin. ☐<br>is unsure what to think of bats. ☐<br>has decided to attend Bat Fest in the coming year. ☐<br>agrees with Harriet Lopez's opinions of bats. ☑ | **1m** |
| 25 | Tick **two** reasons why Harriet Lopez is a good person to interview about bats.<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>She can explain why bats are dangerous. ☐<br>She organises Bat Fest. ☐<br>She knows important details about bats. ☑<br>She campaigns against bats. ☐<br>She understands how people feel about bats. ☑ | **1m** |

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## Section 2: Bats Under the Bridge

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>26</td><td>
What positive messages does Harriet want readers to understand about bats?<br><br>
Give two positive messages, using evidence from the text to support your answer.<br><br>
An example has been done for you.<br><br>
Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>
Award 3 marks for two acceptable points, at least one with evidence.<br>
Award 2 marks for either two acceptable points, or one acceptable point with evidence.<br>
Award 1 mark for one acceptable point.
<table>
<tr><th>Acceptable points (positive messages)</th><th>Likely evidence</th></tr>
<tr><td>1. bats provide benefits for people / farming</td><td>• they bring benefits to society by eating insects<br>• they eat mosquitoes which everybody hates<br>• are good insect control<br>• they prevent / reduce the need for farming chemicals.</td></tr>
<tr><td>2. bats are not harmful</td><td>• they do not carry disease<br>• they do not pull out your hair<br>• they are not dangerous<br>• they are gentle creatures (that will not harm you).</td></tr>
<tr><td>3. bats should be protected / supported</td><td>• building bat boxes<br>• fill the garden with flowers<br>• not campaigning against them<br>• not covering garden in concrete.</td></tr>
<tr><td>4. bats are our friends</td><td>• they are our allies / not enemies<br>• flying friends<br>• they eat bugs who terrorise us.</td></tr>
<tr><td>5. bats are misunderstood</td><td>• educate the public<br>• ‘prejudice’ suggests it’s wrong<br>• they don’t pull out our hair<br>• they don’t carry disease.</td></tr>
<tr><td>6. bats are interesting / amazing</td><td>• largest bat colony in the world<br>• eat tonnes of insects every night<br>• spectacle<br>• one of the most unusual and fascinating tourist attractions anywhere.</td></tr>
<tr><td>7. bats provide benefits for tourism</td><td>• bats attract tourists<br>• give an unusual but fascinating sight.</td></tr>
</table>
</td><td>Up to 3m</td></tr>
</table>

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 27 | After Innis heard the wolf howl for the first time, he ***pressed on***.<br><br>What does *pressed on* mean in the text?<br><br>**Content domain:** 2a – give or explain the meaning of words in context<br><br>**Award 1 mark** for reference to persevering / continuing, e.g.<br><br>• *he walked on*<br>• *carried on walking*<br>• *he kept walking*<br>• *carried on.*<br><br>**Do not accept** reference to hurrying, e.g.<br>• *he walked quicker.* | **1m** |
| 28 | How far from home was Innis when he heard the first wolf howl?<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 (a good) half-mile.<br><br>**Do not accept** non-specific references to distance, e.g.<br>• *he was still a long way from home*<br>• *he was miles away.* | **1m** |
| 29 | *'The Barrens'* was the name for…<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>a snowy, wooded area. ☐<br>sandy land on the coast. ☐<br>a wet area of rough ground. ☑<br>fields of grass and crops. ☐ | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| **30** | Look at page 8.<br><br>What **two** things made it hard for Innis to trust his own senses when he was looking for the wolf?<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>how flat the land was ☐<br>the fading light ☑<br>how tired he felt ☐<br>the weather ☑<br>how fast he was walking ☐ | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 31 | Look at page 8.<br><br>How can you tell that Innis was familiar with the area?<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.** Innis knowing the terrain / ground, e.g.<br>• *he knew every bump and dip*<br>• *Innis knew this ground.*<br><br>**2.** Innis' knowledge of the island's wildlife, e.g.<br>• *he said there's no wolves on the island of Nin*<br>• *he knew when wolves were last seen there.*<br><br>**3.** Innis knowing how far he is from home, e.g.<br>• *he knew he was a half a mile away.*<br><br>**Also accept** reference to Innis knowing where he is going / the way home, e.g.<br>• *he knew where he was going*<br>• *he was far from home and knows his way back.*<br><br>**Also accept** reference to Innis <u>not</u> being a stranger or mainlander, e.g.<br>• *he lives in the area.* | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| **32(a)** | Look at the paragraph beginning: *The howl pierced the darkening sky...* to the paragraph ending: *…no wolves on Nin.*<br><br>Innis was worried by the two wolf howls.<br><br>Write **one** piece of evidence that shows he was worried after the **first** wolf howl.<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.** Innis stopping, e.g.<br>• *it made him stop in his tracks.*<br><br>**2.** Innis speeding up, e.g.<br>• *he started to walk faster*<br>• *he started to hurry up.*<br><br>**3.** the quotation *the only sound was his beating heart*, e.g.<br>• *he could hear his heart beating.*<br><br>**4.** Innis reassuring himself, e.g.<br>• *he told himself that there were no wolves in Scotland.*<br><br>**5.** Innis listening intently, e.g.<br>• *he listened carefully.* | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 32(b) | Write **one** piece of evidence that shows he was worried after the **second** wolf howl.<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.** Innis holding his breath, e.g.<br>• *caught his breath and held it.*<br><br>**2.** Innis stopping, e.g.<br>• *he stopped again.*<br><br>**3.** Innis turning full circle / scanning the landscape, e.g.<br>• *he checked his surroundings*<br>• *he scanned the area.*<br><br>**4.** the quotation *bloodcurdling, wolf-like*, e.g.<br>• *the next howl was bloodcurdling, wolf-like.*<br><br>**5.** Innis reassuring himself, e.g.<br>• *he continuously reassured himself.*<br><br>**Do not accept** reference to Innis running / walking faster, e.g.<br>• *he hurried up.* | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 33 | Innis heard a wolf howl several times.<br><br>How can you tell that the wolf was moving all the 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 any of the following:<br><br>**1.** the wolf's howl being closer / further away from Innis, e.g.<br>• *its howl was further and further away*<br>• *the howl kept getting closer*<br>• *because it was closer and further each time*<br>• *it was getting closer.*<br><br>**2.** the sound changing volume, e.g.<br>• *the howl was louder each time*<br>• *because they started quiet, but they got louder*<br>• *there were different volumes of howling*<br>• *it got louder and quieter.*<br><br>**3.** the wolf's howl coming from different places (without reference to distance), e.g.<br>• *because it howled in different places*<br>• *the sound of howls were everywhere*<br>• *the sound was from different directions.*<br><br>**Do not accept** reference to sound only, e.g.<br>• *he could hear it*<br>• *because of the sound*<br>• *by the howls.* | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 34 | *It was the **unmistakable** silhouette of a wolf.*<br>Which of the following is closest in meaning to *unmistakable*?<br>Tick **one**.<br>**Content domain:** 2a – give or explain the meaning of words in context<br>**Award 1 mark** for:<br>unlikely ☐<br>unfamiliar ☐<br>possible ☐<br>definite ☑ | **1m** |

| | | |
|---|---|---|
| 35 | Number the following events 1–5 to show the order in which they happened to Innis.<br>**Content domain:** 2c – summarise main ideas from more than one paragraph<br>**Award 1 mark** for:<br>He ran away. **4**<br>He imitated a wolf howl. **2**<br>He met a boy. **5**<br>He heard an unexpected wolf howl. **1**<br>He saw a wolf. **3** | **1m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 36 | Innis did not know the boy.<br><br>Why else might Innis have been surprised to see the boy?<br><br>Write **two** reasons.<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.** the remoteness / difficult terrain, e.g.<br>• *the boy was in the middle of nowhere*<br>• *he was far from human settlements*<br>• *the landscape was desolate*<br>• *in the middle of a bumpy boggy place.*<br><br>**2.** the boy's sudden appearance / Innis thinking that he had been alone, e.g.<br>• *he came out of nowhere*<br>• *he thought he was alone*<br>• *he arrived unexpectedly.*<br><br>**3.** Innis expecting to see a wolf / not expecting to see a boy, e.g.<br>• *he was expecting to see a wolf*<br>• *he didn't expect to see a boy, but instead a wolf*<br>• *he was there instead of a wolf*<br>• *he wasn't expecting to see him.*<br><br>**Also accept** reference to it getting dark / weather conditions, e.g.<br>• *not many people go out in those weather conditions*<br>• *because it was getting dark.* | **Up to 2m** |

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## Section 3: A Howl at Dusk

| Qu. | Requirement | Mark |
|---|---|---|
| 37 | The first words Innis said to the boy were: *'Where are you going?'*<br><br>Why did Innis want to know where the boy was going?<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.** the presence of a wolf with no reference to a warning / safety, e.g.<br>• *because there was a wolf somewhere out there*<br>• *because the wolf was in the direction where he was walking*<br>• *because of the wolf.*<br><br>**2.** Innis' concern for the boy's safety, e.g.<br>• *so he does not get hurt*<br>• *because Innis wants to protect him and keep him safe*<br>• *because he didn't want him to come across the dangerous wolf.*<br><br>**3.** Innis wanting to warn the boy, e.g.<br>• *because he wanted to tell him about the wolf*<br>• *so that he could warn him about the wolf before he went.* | **1m** |

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## Section 3: A Howl at Dusk

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>38</td><td>
Look at the paragraph beginning: Innis sat up… to the end of the text.<br><br>
Innis meets the boy. What do you learn about the boy's personality?<br><br>
Give two things, using evidence from the text to support your answer.<br><br>
Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text<br><br>
Award 3 marks for two acceptable points, at least one with evidence.<br><br>
Award 2 marks for either two acceptable points, or one acceptable point with evidence.<br><br>
Award 1 mark for one acceptable point.
<table>
<tr><th>Acceptable points (personality)</th><th>Likely evidence</th></tr>
<tr><td>1. he is unfriendly / rude / surly</td><td>• unfriendly eyes<br>• 'What's it to you?'<br>• strode off without another word<br>• didn't bother to look at Innis whilst replying<br>• he didn't look at him when he replied.</td></tr>
<tr><td>2. he is independent / brave / calm</td><td>• he was on his own<br>• not concerned he might be walking towards the wolf<br>• he didn't seem to be shocked that there was a wolf about.</td></tr>
<tr><td>3. he is curious</td><td>• the only questions asked were about wolves<br>• 'How far?'<br>• 'Where exactly?'<br>• he stops when Innis mentions the wolf.</td></tr>
<tr><td>4. he is mysterious / strange</td><td>• he doesn't talk much<br>• he wiped the snow off, turned and strode off<br>• he appeared out of nowhere<br>• he didn't tell Innis much about himself.</td></tr>
<tr><td>5. he is secretive / defensive</td><td>• he didn't tell Innis anything about himself<br>• strode off without another word<br>• 'What's it to you?'</td></tr>
<tr><td>6. he is determined / single-minded / self-centred</td><td>• was only interested in the wolf<br>• strode off without another word<br>• he only paid attention to what he was interested in<br>• he only interacted when he realised that Innis had useful information.</td></tr>
</table>
</td><td>Up to 3m</td></tr>
</table>

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## Section 3: A Howl at Dusk

| Qu. | Requirement | | Mark |
|---|---|---|---|
| **38 (cont.)** | **7.** he is untalkative | • *the boy didn't answer*<br>• *'Where exactly?'*<br>• *he asks short questions.* | |

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