

2019 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and
answer booklet

Paper 2: reading answer booklet



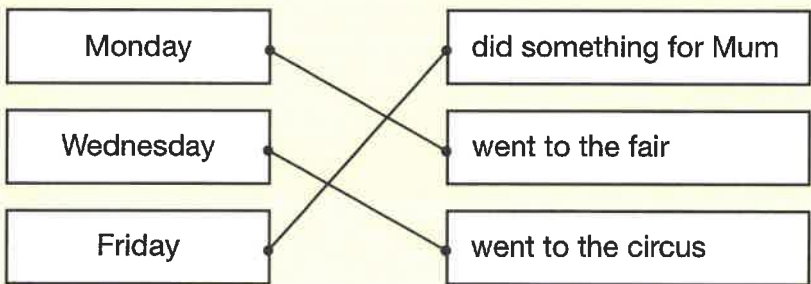
Standards
& Testing
Agency

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6. Mark schemes for Paper 1: reading prompt and answer booklet

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
1	<p>Draw three lines to show what Jasmine and JJ did on each day.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for all three lines joined to the correct boxes:</p> 	1m
2	<p>What did Jasmine and JJ see at the circus?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to acrobats (swinging).</p> <p>Also accept reference to a (big) tent.</p> <p>Do not accept reference to a circus / the circus.</p>	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
3	<p>Why did JJ agree to paint the shed wall?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ JJ thinking that the wall looked boring / JJ not liking the colour, e.g. <ul style="list-style-type: none"> • <i>he said the colour was boring</i> • <i>it was a boring colour</i> • <i>it was dull</i> • <i>because he did not like the colour.</i> ■ JJ wanting to make the wall look better, e.g. <ul style="list-style-type: none"> • <i>so it would be more colourful</i> • <i>he wanted it to look nicer.</i> <p>Do not accept reference to JJ not liking the wall without reference to the colour.</p>	1m
4	<p>Why did JJ paint the top of the shed?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>Jasmine didn't like painting. <input type="checkbox"/></p> <p>The steps were dangerous. <input checked="" type="checkbox"/></p> <p>He knew what to paint. <input type="checkbox"/></p> <p>Mum would like what he painted. <input type="checkbox"/></p>	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
5	<p>Why did Jasmine climb the steps?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Jasmine wanting to see the top of the picture / shed, e.g.</p> <ul style="list-style-type: none"> • <i>so she could look at the top of the picture</i> • <i>to see the top of the shed</i> • <i>because she wanted to see the top of the painting.</i> <p>Also accept relevant text lifts from the following sentence: <i>I wanted to see the top of our picture so I climbed the steps</i>, e.g.</p> <ul style="list-style-type: none"> • <i>I wanted to see the top of our picture.</i> 	1m
6	<p>Why did Jasmine drop the brushes?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>The steps moved. <input checked="" type="checkbox"/> JJ told her to. <input type="checkbox"/> The brushes were dirty. <input type="checkbox"/> Mum was angry. <input type="checkbox"/></p>	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
7	<p>What happened when Jasmine dropped the brushes?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the paint splashing, e.g. <ul style="list-style-type: none"> • <i>paint splashed</i> • <i>paint splashed around.</i> ■ the paint splashing onto the shed / picture / everywhere, e.g. <ul style="list-style-type: none"> • <i>paint splashed all over the place</i> • <i>lots of paint went everywhere</i> • <i>it made a big splash</i> • <i>red, white, green and yellow droplets flew in the sky</i> • <i>she got paint all over</i> • <i>paint landed on the painting.</i> ■ the paint splashing onto Jasmine / Jasmine's clothes, e.g. <ul style="list-style-type: none"> • <i>she got covered in paint</i> • <i>great splashes of paint fell on her clothes</i> • <i>the paint splatted at her</i> • <i>red and white splashes dropped on top of her</i> • <i>paint went all over her.</i> ■ making a mess, e.g. <ul style="list-style-type: none"> • <i>it got all messy</i> • <i>she got very dirty</i> • <i>she got in a mess.</i> ■ Jasmine's reaction to the paint spilling, e.g. <ul style="list-style-type: none"> • <i>she thought her mum would be cross</i> • <i>Jasmine wailed</i> • <i>Jasmine got worried.</i> <p>Also accept relevant text lifts from the following sentence: <i>Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting</i>, e.g.</p> <ul style="list-style-type: none"> • <i>red, white, green and yellow droplets flicked all over the sky</i> • <i>red, white, green and yellow droplets flicked all over our lovely painting.</i> 	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
8	<p>Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ 1. <i>(we) rubbed (it)</i> 2. <i>(we) scrubbed (it)</i> ■ 1. <i>(we) scrubbed (it)</i> 2. <i>(we) rubbed (it)</i> ■ <i>(we) rubbed and scrubbed (it)</i> <p>Go to page 7 for more guidance on marking this question.</p>	1m
9	<p>When Mum came home, where did she first see the paint?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Jasmine's hair, e.g. <ul style="list-style-type: none"> • <i>on Jasmine's hair</i> • <i>all over her hair</i> • <i>the paint was on her head</i> • <i>you have got paint all over your hair</i> • <i>at the top of her head.</i> ■ Jasmine's clothes, e.g. <ul style="list-style-type: none"> • <i>on Jasmine's clothes</i> • <i>she saw the paint on her clothes</i> • <i>it was all over Jasmine's clothes.</i> ■ Jasmine (without reference to her hair or clothes), e.g. <ul style="list-style-type: none"> • <i>all over Jasmine</i> • <i>Jasmine</i> • <i>on Jasmine</i> • <i>Mum first saw paint on Jasmine.</i> 	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark								
10	<p>How did Mum feel when she first saw Jasmine?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none">■ Mum being angry or upset with or without an explanation of her reaction, e.g.<ul style="list-style-type: none">• <i>cross because they'd made such a mess!</i>• <i>angry</i>• <i>she was angry at them so she shouted</i>• <i>Mum was cross</i>• <i>cross because Jasmine got paint in her hair</i>• <i>she felt angry</i>• <i>horrified</i>• <i>furious.</i>■ Mum being shocked / surprised, e.g.<ul style="list-style-type: none">• <i>she felt surprised</i>• <i>shocked</i>• <i>Mum was shocked when she saw Jasmine.</i> <p>Also accept reference to Mum feeling amazed.</p>	1m								
11	<p>What did Mum describe as <i>sparkling fireworks</i>?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <table><tr><td>the sky that JJ painted</td><td><input type="checkbox"/></td></tr><tr><td>the basketball net and red ball</td><td><input type="checkbox"/></td></tr><tr><td>the flowers that Jasmine painted</td><td><input type="checkbox"/></td></tr><tr><td>the splashes of paint</td><td><input checked="" type="checkbox"/></td></tr></table>	the sky that JJ painted	<input type="checkbox"/>	the basketball net and red ball	<input type="checkbox"/>	the flowers that Jasmine painted	<input type="checkbox"/>	the splashes of paint	<input checked="" type="checkbox"/>	1m
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the splashes of paint	<input checked="" type="checkbox"/>									

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
12	<p>Which two pieces of clothing did cowboys use to protect their faces from the weather?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to both of the acceptable points below:</p> <ul style="list-style-type: none"> ■ a Stetson / hat ■ a bandana / scarf. <p>Also accept reference to the brim of the Stetson / hat.</p>	1m
13	<p>Write one item that cowboys used for working with animals.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to a lasso / rope.</p>	1m
14	<p>What covered most of the land in North America two hundred years ago?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to (a huge area of) grass.</p>	1m
15	<p>What job did the cowboys do?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ moving cows / cattle, e.g. <ul style="list-style-type: none"> • <i>moved cows from place to place</i> • <i>moved the cattle</i> • <i>cowboys were needed to move the cows from one place to another.</i> ■ looking after or keeping cows / cattle, e.g. <ul style="list-style-type: none"> • <i>looked after the cows</i> • <i>kept cows on his land</i> • <i>kept cows.</i> 	1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
16	<p>Why did cowboys become friends with each other?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the length of time the cowboys spent together, e.g. <ul style="list-style-type: none"> • <i>they spent months together</i> • <i>for months they lived together.</i> ■ cowboys living and / or working together, e.g. <ul style="list-style-type: none"> • <i>they worked together so became friends</i> • <i>they lived together</i> • <i>they helped each other with work</i> • <i>they lived and worked together</i> • <i>because they had to work together.</i> ■ the length of time it took to move the cattle / cows e.g. <ul style="list-style-type: none"> • <i>it took so long to move the cows</i> • <i>to move the cattle it took months</i> • <i>because moving the cattle from one place to another could take months.</i> 	1m

Section 2: What Is A Cowboy?

Qu.	Requirement	Mark
17	<p>Why did horses have to be strong?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the amount / weight of things that the horses had to carry, e.g. <ul style="list-style-type: none"> • <i>because they carry all sorts of heavy stuff</i> • <i>they had to carry everything</i> • <i>to carry water bottles and cowboys</i> • <i>they hold lots of bags</i> • <i>so they could carry the cowboy and the bags and the water</i> • <i>because they had to carry heavy things</i> • <i>if horses aren't strong they can't carry too much.</i> ■ the distance the horses had to cover / the stamina of the horses, e.g. <ul style="list-style-type: none"> • <i>they had to walk a long way</i> • <i>they walked every day for months</i> • <i>they travelled so far</i> • <i>so the cowboys can go somewhere far away</i> • <i>because they walk a lot.</i> ■ the horses being ridden by / carrying cowboys, e.g. <ul style="list-style-type: none"> • <i>cowboys ride them all the time</i> • <i>to carry cowboys.</i> <p>Do not accept responses which give only one thing the horses carried (this is not enough to indicate the need for strength), e.g.</p> <ul style="list-style-type: none"> • <i>to carry the water</i> • <i>to carry a bag</i> • <i>so they could carry water on their backs.</i> <p>Do not accept responses which indicate only that the horses had to carry things (without indicating that the things were heavy or numerous), e.g.</p> <ul style="list-style-type: none"> • <i>because they had to carry stuff</i> • <i>to carry things.</i> 	1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
18	<p>Where is the cowboy in the song from?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Texas.</p> <p>Also accept reference to (North) America.</p>	1m
19	<p>What skill did all cowboys need?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the ability to ride horses, e.g. <ul style="list-style-type: none"> • <i>be able to ride</i> • <i>horse riding</i> • <i>to ride a horse</i> • <i>ride horses.</i> ■ being able to look after or catch cows / cattle, e.g. <ul style="list-style-type: none"> • <i>look after cows</i> • <i>to use a lasso</i> • <i>catching cows</i> • <i>catch the cows.</i> 	1m

Section 2: What Is A Cowboy?

Qu.	Requirement	Mark															
20	<p>Real cowboys are different from cowboys in films.</p> <p>Put three more ticks in the table to show what cowboys are like.</p> <p>One has been done for you.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for all three boxes correctly ticked.</p> <table border="1"> <thead> <tr> <th></th><th>real cowboys</th><th>cowboys in films</th></tr> </thead> <tbody> <tr> <td>have adventures</td><td></td><td>✓</td></tr> <tr> <td>are clean</td><td></td><td>✓</td></tr> <tr> <td>are dirty</td><td>✓</td><td></td></tr> <tr> <td>are old</td><td>✓</td><td></td></tr> </tbody> </table>		real cowboys	cowboys in films	have adventures		✓	are clean		✓	are dirty	✓		are old	✓		1m
	real cowboys	cowboys in films															
have adventures		✓															
are clean		✓															
are dirty	✓																
are old	✓																

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
1	<p>Liam works...</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>outside all of the time. <input checked="" type="checkbox"/></p> <p>at a desk when it is cold outside. <input type="checkbox"/></p> <p>outside when it is sunny. <input type="checkbox"/></p> <p>at a desk all of the time. <input type="checkbox"/></p>	1m
2	<p>Which area of the park does Liam keep particularly nice for visitors?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to the rose garden / roses, e.g.</p> <ul style="list-style-type: none"> • <i>the rose(s)</i> • <i>the rose part</i> • <i>rose garden.</i> <p>Do not accept reference to the garden without reference to the roses.</p>	1m
3	<p>Look at page 4.</p> <p>Liam can find his work difficult.</p> <p>Find and copy one word that tells you that Liam's work is difficult.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for <i>(very) demanding (job)</i>.</p> <p>Go to page 7 for more guidance on marking this question.</p>	1m

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark												
4	<p>Look at page 5.</p> <p>Liam’s daily tasks can change. What two things can make his tasks change?</p> <p>Tick two.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for both boxes ticked correctly:</p> <table><tr><td>the team</td><td><input type="checkbox"/></td><td>the trees</td><td><input type="checkbox"/></td></tr><tr><td>the visitors</td><td><input type="checkbox"/></td><td>the weather</td><td><input checked="" type="checkbox"/></td></tr><tr><td>the season</td><td><input checked="" type="checkbox"/></td><td></td><td></td></tr></table>	the team	<input type="checkbox"/>	the trees	<input type="checkbox"/>	the visitors	<input type="checkbox"/>	the weather	<input checked="" type="checkbox"/>	the season	<input checked="" type="checkbox"/>			1m
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the season	<input checked="" type="checkbox"/>													
5	<p><i>As the flowers fade...</i></p> <p>This means that the flowers...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <table><tr><td>turn into weeds.</td><td><input type="checkbox"/></td></tr><tr><td>become brighter in colour.</td><td><input type="checkbox"/></td></tr><tr><td>begin to die away.</td><td><input checked="" type="checkbox"/></td></tr><tr><td>are ready for planting.</td><td><input type="checkbox"/></td></tr></table>	turn into weeds.	<input type="checkbox"/>	become brighter in colour.	<input type="checkbox"/>	begin to die away.	<input checked="" type="checkbox"/>	are ready for planting.	<input type="checkbox"/>	1m				
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become brighter in colour.	<input type="checkbox"/>													
begin to die away.	<input checked="" type="checkbox"/>													
are ready for planting.	<input type="checkbox"/>													
6	<p>What does the winter frost help to do?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to breaking up the soil, e.g.</p> <ul style="list-style-type: none">• <i>helps break up the soil</i>• <i>to break the soil</i>• <i>the winter frost helps to break up the soil.</i>	1m												

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
7	<p>Look at page 7.</p> <p>Being a park keeper is a good job for Liam. Why?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ enjoying the open air / being outside / not sitting at a desk all day, e.g. <ul style="list-style-type: none"> • <i>he likes being in the fresh air</i> • <i>because he likes to be outside</i> • <i>Liam likes being a park keeper because park keepers go outside and he likes being outside.</i> ■ keeping active / fit / not sitting at a desk all day, e.g. <ul style="list-style-type: none"> • <i>staying active</i> • <i>being a park keeper is active</i> • <i>he doesn't have to sit at a desk</i> • <i>because it keeps him fit.</i> ■ seeing the enjoyment of the visitors, e.g. <ul style="list-style-type: none"> • <i>he sees the visitors enjoying it</i> • <i>seeing them enjoying the park gives him a real sense of achievement.</i> ■ being able to spend contemplative / quiet time in the park, e.g. <ul style="list-style-type: none"> • <i>he likes the peace and quiet</i> • <i>he enjoys the park quietly in his spare time.</i> ■ enjoying the team work / camaraderie / chatting to his colleagues, e.g. <ul style="list-style-type: none"> • <i>Liam has fun with the other park keepers</i> • <i>Liam likes to be a park keeper because he enjoys spending time with the other park keepers</i> • <i>because he gets to talk to the other park keepers.</i> ■ enjoying watching the plants grow / gardening / caring for the plants, e.g. <ul style="list-style-type: none"> • <i>because of the roses growing</i> • <i>he likes gardening</i> • <i>he loves to grow plants.</i> ■ listening to the birds sing / looking at the plants / trees, e.g. <ul style="list-style-type: none"> • <i>it is because he can listen to the birds sing</i> • <i>he likes listening to the birds</i> • <i>because he likes looking at his bright flowers.</i> <p>Do not accept generic responses which are not based on the text, e.g.</p> <ul style="list-style-type: none"> • <i>he has fun</i> • <i>because he likes it.</i> 	1m

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark															
8	<p>Look at page 7.</p> <p>What makes Liam feel proud and gives him <i>a real sense of achievement</i>?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>keeping fit and active <input type="checkbox"/></p> <p>watching the shrubs and plants grow <input type="checkbox"/></p> <p>working as a team with the other park keepers <input type="checkbox"/></p> <p>watching visitors enjoy the gardens <input checked="" type="checkbox"/></p>	1m															
9	<p>Put ticks in the table to show which sentences are true and which are false.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for three boxes ticked correctly; award 2 marks for all four boxes ticked correctly.</p> <table border="1"> <thead> <tr> <th>Sentence</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Liam does the same jobs every day.</td><td></td><td>✓</td></tr> <tr> <td>Liam always works alone.</td><td></td><td>✓</td></tr> <tr> <td>Liam sometimes cuts the grass and the bushes.</td><td>✓</td><td></td></tr> <tr> <td>Liam's work is often dirty.</td><td>✓</td><td></td></tr> </tbody> </table>	Sentence	True	False	Liam does the same jobs every day.		✓	Liam always works alone.		✓	Liam sometimes cuts the grass and the bushes.	✓		Liam's work is often dirty.	✓		Up to 2m
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Liam sometimes cuts the grass and the bushes.	✓																
Liam's work is often dirty.	✓																

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
10	<p>Look at the beginning of the story.</p> <p>What was different about Dora's things?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>She bought them in the shop. <input type="checkbox"/></p> <p>Someone gave them to her. <input type="checkbox"/></p> <p>She made them herself. <input type="checkbox"/></p> <p>They had been thrown away. <input checked="" type="checkbox"/></p>	1m
11	<p>What sort of things did Dora choose to collect?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>expensive things <input type="checkbox"/></p> <p>colourful things <input type="checkbox"/></p> <p>things that might be useful <input checked="" type="checkbox"/></p> <p>things that she could sell <input type="checkbox"/></p>	1m
12	<p>It was difficult to get the piece of paper through Dora's letter box.</p> <p>Find and copy one word that tells you this.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for <i>squeezed</i>.</p> <p>Go to page 7 for more guidance on marking this question.</p>	1m

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
13	<p>Why did Dora want to give things to the jumble sale?</p> <p>Write two reasons.</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any of the acceptable points below, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ■ Dora wishing to reduce her possessions, e.g. <ul style="list-style-type: none"> • <i>Dora had too many things</i> • <i>she was fed up with so many things</i> • <i>she had too much stuff.</i> ■ Dora being, or wanting to be, generous, e.g. <ul style="list-style-type: none"> • <i>she was generous</i> • <i>'I must be generous'</i> • <i>she wanted to be generous.</i> ■ Dora's lack of space, e.g. <ul style="list-style-type: none"> • <i>because she wanted to have space</i> • <i>Dora had no room</i> • <i>she had no space to eat or cook.</i> ■ Dora having an untidy / messy house, e.g. <ul style="list-style-type: none"> • <i>she couldn't find her glasses</i> • <i>her house is a mess.</i> ■ Dora wanting to help a good cause, e.g. <ul style="list-style-type: none"> • <i>because the jumble sale was for charity</i> • <i>because it was going to the good cause</i> • <i>because it was for a very good cause.</i> <p>Do not accept reference to Dora wanting to sell her things (without further explanation) / make money, e.g.</p> <ul style="list-style-type: none"> • <i>she wanted to sell her old things</i> • <i>to get money</i> • <i>she didn't have much money.</i> 	Up to 2m

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Qu.	Requirement	Mark
14	<p>Dora cried as she pushed her pram away for the last time. Why was she sad?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Dora loving her things / her things being precious, e.g. <ul style="list-style-type: none"> • <i>she loved her things</i> • <i>her things were really precious</i> • <i>because she loved all of her precious stuff.</i> ■ Dora giving her things away, e.g. <ul style="list-style-type: none"> • <i>she gave her things away to charity</i> • <i>she sent her things to the jumble sale</i> • <i>her stuff was gone because she gets rid of all her precious finds.</i> ■ Dora missing her things, e.g. <ul style="list-style-type: none"> • <i>because she missed her things</i> • <i>she missed her things once she gave them to charity</i> • <i>because she was going to miss them.</i> ■ Dora feeling sad about parting with her things, e.g. <ul style="list-style-type: none"> • <i>because she wanted to keep them</i> • <i>she had to say goodbye to her things</i> • <i>it was the last time she would see her things.</i> ■ Dora wanting her things back, e.g. <ul style="list-style-type: none"> • <i>because she wanted her stuff back</i> • <i>she really wanted her stuff back</i> • <i>because she wanted the things back.</i> ■ Dora thinking her things might be missing her, e.g. <ul style="list-style-type: none"> • <i>because she thought the things felt unloved</i> • <i>she could hear the things calling save us</i> • <i>her stuff missed her.</i> 	1m

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Qu.	Requirement	Mark
15	<p>During the night, Dora decided to...</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>bring back everything she had taken to the jumble sale. <input checked="" type="checkbox"/></p> <p>go to the jumble sale to buy new things. <input type="checkbox"/></p> <p>make sure her things were sold at the jumble sale. <input type="checkbox"/></p> <p>take even more things to the jumble sale. <input type="checkbox"/></p>	1m
16	<p>Circle two words that show Dora was in a rush to get back to the hall the next morning.</p> <p><i>When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.</i></p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for both <i>quickly</i> and <i>raced</i> circled, i.e.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>When the sun came up, Dora dressed <u>quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <p>Also accept:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>When the sun came up, Dora dressed <u>quickly and raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>When the sun came up, Dora <u>dressed quickly and raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>When the sun came up, Dora <u>dressed quickly and raced up</u> to the hall. She could see her things through the window, waiting to be sold.</i></p> </div>	1m

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Section 2: *Dora the Storer*

Qu.	Requirement	Mark
16 (cont.)	<p>When the sun came up, Dora dressed <u>quickly</u> and <u>raced up</u> to the hall. She could see her things through the window, waiting to be sold.</p> <p>When the sun came up, Dora <u>dressed quickly</u> and <u>raced up</u> to the hall. She could see her things through the window, waiting to be sold.</p> <p>When the sun came up, Dora dressed <u>quickly and raced up</u> to the hall. She could see her things through the window, waiting to be sold.</p> <p>When the sun came up, Dora <u>dressed quickly and raced</u> up to the hall. She could see her things through the window, waiting to be sold.</p> <p>Please note – pupils may use one circle to encompass both correct responses. This should be credited.</p>	
17	<p>The boy and the old man wanted to buy something at the jumble sale.</p> <p>The boy wanted to buy a _____.</p> <p>The old man wanted to buy a _____.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for both sentences completed correctly:</p> <ul style="list-style-type: none"> The boy wanted to buy a bike / bicycle. The old man wanted to buy a lampshade / lamp. 	1m

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Qu.	Requirement	Mark
18	<p>Why did Dora decide not to buy her things back?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>She thought that the jumble sale was too busy. <input type="checkbox"/></p> <p>She did not see anything she liked. <input type="checkbox"/></p> <p>She saw that other people wanted her things. <input checked="" type="checkbox"/></p> <p>She did not have enough money to buy her things back. <input type="checkbox"/></p>	1m

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