National curriculum tests

Key stage 2

English reading

Mark schemes

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at **www.gov.uk/sta**.

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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 2014 national curriculum will be assessed for the first time in May 2016. The sample test and mark schemes set out how the new national curriculum will be assessed from 2016 onwards. 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 the GOV.UK website at www.gov.uk/sta.

A new test and mark scheme will be developed each year.

The key stage 2 tests will be marked by external markers from 2016 onwards. These sample tests will be marked by teachers if they are used to prepare pupils in advance of the 2016 tests.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standard-setting process. As the sample tests are not subject to standard setting, they are not available for these tests. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in July 2016.

A variety of questions has been included in this sample test to demonstrate the formats and curriculum content that pupils may encounter in a live test.

This sample test mark scheme is provided to give teachers an indication of how the tests will be marked. The mark schemes for the sample tests have been subject to a shorter process than the full, rigorous development process that is used for live mark schemes. The pupil examples are based on responses gathered from the test trialling process.

The sample test and mark schemes have been reviewed by teachers and other expert reviewers.

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 sample 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 sample test.

Table 1: Content domain coverage for the English reading test

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

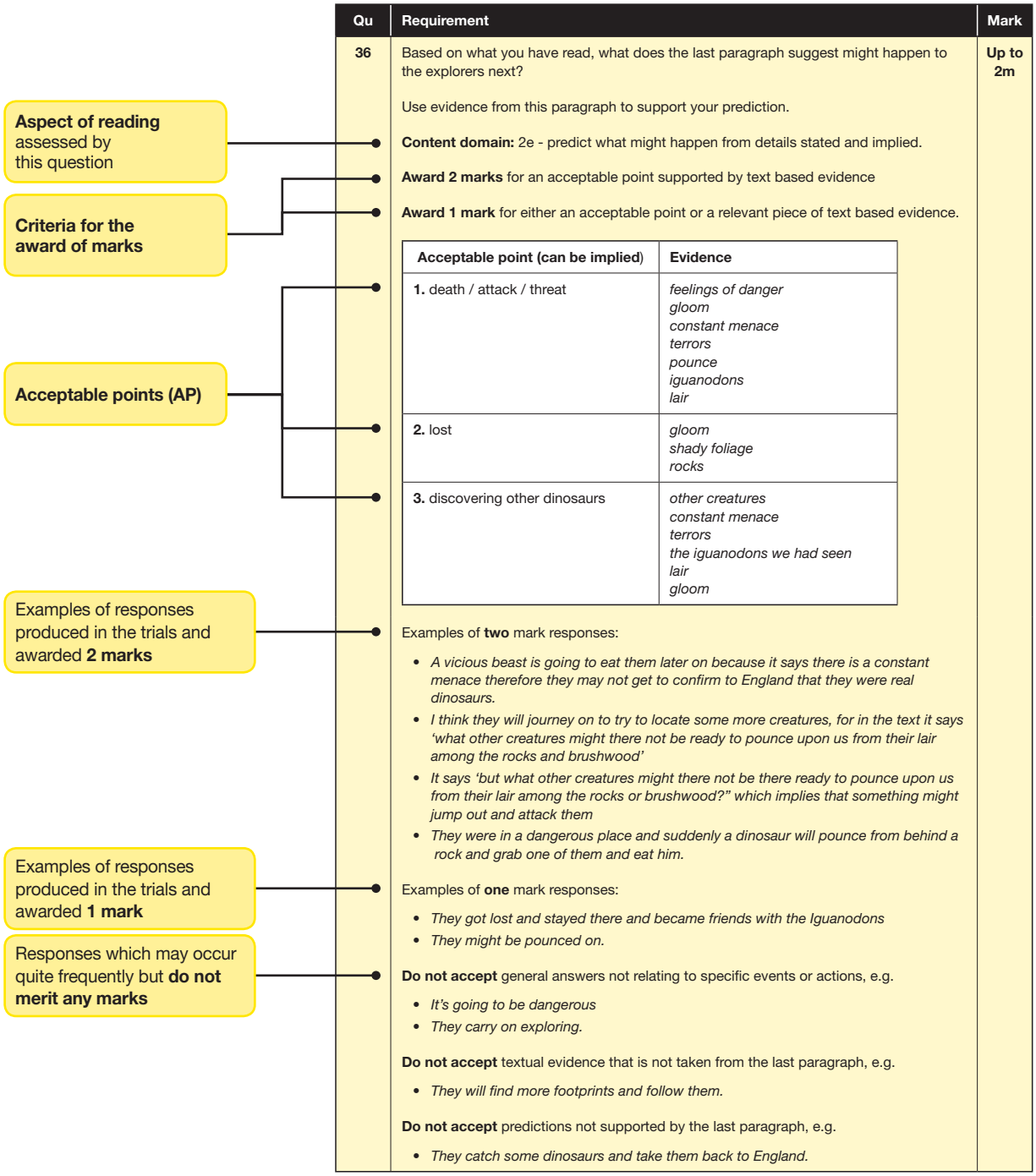
	2a	2b	2c	2d	2e	2f	2g	2h
	Give / explain the meaning of words in context.	*Retrieve and record information / identify key details from fiction and non-fiction.*	*Summarise main ideas from more than one paragraph.*	*Make inferences from the text / explain and justify inferences with evidence from the text.*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

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 were devised after trialling the tests with pupils. They contain examples of some frequently occurring correct answers given in the trials (these are shown in italics). 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.



Qu	Requirement	Mark
36	Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction. **Content domain:** 2e - predict what might happen from details stated and implied. **Award 2 marks** for an acceptable point supported by text based evidence **Award 1 mark** for either an acceptable point or a relevant piece of text based evidence.	**Up to 2m**

Acceptable point (can be implied)	Evidence
1. death / attack / threat	*feelings of danger* *gloom* *constant menace* *terrors* *pounce* *iguanodons* *lair*
2. lost	*gloom* *shady foliage* *rocks*
3. discovering other dinosaurs	*other creatures* *constant menace* *terrors* *the iguanodons we had seen* *lair* *gloom*

Examples of **two** mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*
- *It says 'but what other creatures might there not be there ready to pounce upon us from their lair among the rocks or brushwood?" which implies that something might jump out and attack them*
- *They were in a dangerous place and suddenly a dinosaur will pounce from behind a rock and grab one of them and eat him.*

Examples of **one** mark responses:

- *They got lost and stayed there and became friends with the Iguanodons*
- *They might be pounced on.*

Do not accept general answers not relating to specific events or actions, e.g.

- *It's going to be dangerous*
- *They carry on exploring.*

Do not accept textual evidence that is not taken from the last paragraph, e.g.

- *They will find more footprints and follow them.*

Do not accept predictions not supported by the last paragraph, e.g.

- *They catch some dinosaurs and take them back to England.*

5. Mark schemes for the English reading test

Section 1: Space Tourism

Qu	Requirement	Mark
1	Look at the introduction. Why is space tourism *impossible* for most people? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for explaining that it is impossible for most people because it costs too much, e.g. • *most people can't afford it* • *it is too expensive.*	**1m**

2	How would you get from the spacecraft to the space hotel? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for answers that refer to floating down the tube (holding the cable).	**1m**

Qu	Requirement	Mark
3	Look at page 4. According to the text, what could you do on your space holiday? Give **two** examples. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for identifying any of the following activities, up to a maximum of **2 marks**: **1.** look at Earth or space / admire the view, e.g. • *admire unique views of Earth* • *look at the outside of earth* • *look down at Earth.* **2.** experience weightlessness / activities associated with floating, e.g. • *enjoy being weightless* • *enjoy the endless entertainment of being weightless.* **3.** space-walk, e.g. • *do a space walk.* **Do not accept** plausible experiences that are not derived from the text or are unconnected with space travel, e.g. • *take photos of the moon / see what the Moon is made from* • *I'd write a blog* • *stay in a hotel.*	**Up to 2m**
4	How much did the first space tourist pay to go into space? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for (around £)14 million / (£)14m.	**1m**
5	How can you tell that the International Space Station is very large? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for answers referring to the fact that it can be seen from Earth, e.g. • *You can see it from / on Earth.*	**1m**

Section 1: Space Tourism

<table>
<tr><th>Qu</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>6</td><td>How did Anousheh's trip into space make history?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for answers recognising that she was the first female space tourist.
• she was the first lady to have a holiday in space
• she was the first female tourist in space.

Do not accept answers that say she was the first female (into space).</td><td>1m</td></tr>
<tr><td>7</td><td>Look at the text box Who has already had a holiday in space?

Complete the table about Anousheh's trip into space.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.

Award 2 marks for all three correct.

Award 1 mark for two correct.

<table>
<tr><td>Where did she start her trip?</td><td>• Russia
Do not accept Russian ISS or Earth</td></tr>
<tr><td>Where did she stay in space?</td><td>• space station / ISS</td></tr>
<tr><td>How long did she stay in space?</td><td>• 8 days
Do not accept 8</td></tr>
</table>
</td><td>Up to 2m</td></tr>
<tr><td>8</td><td>Look at Anousheh's blog entry for September 25th.

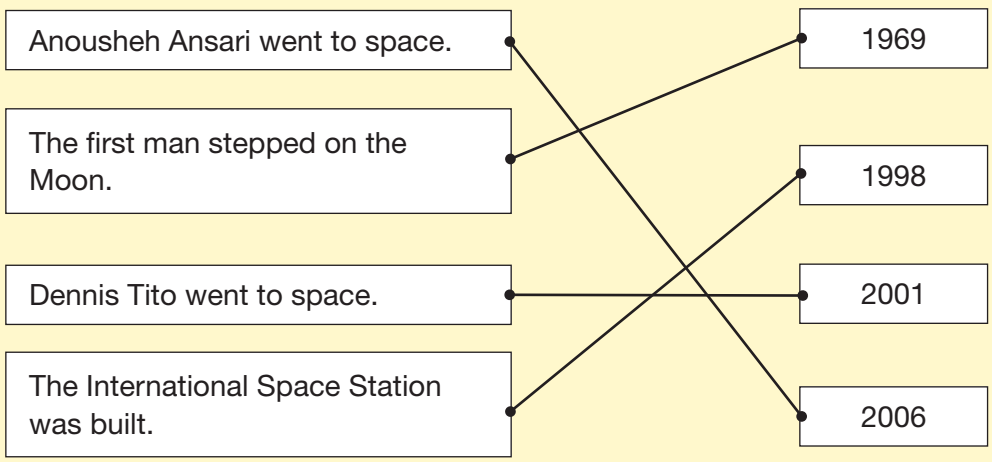
Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for either of the following:
1. (Well) my friends
2. Everyone wants to know.

Do not accept longer quotations from the text.</td><td>1m</td></tr>
</table>

Qu	Requirement	Mark
9	Look at Anousheh's blog entry for September 27th. Explain how Anousheh felt about being in space that day. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 2 marks** for answers that contain **both** an appropriate reference to Anousheh's positive attitude, inferred from the text, **and** development in the form of a relevant quote / example(s) of activities she did in space, e.g. • *you can tell that she liked space because of all the fun things she wrote like floating about without any effort and lifting heavy things* [positive attitude + examples of activities] • *she enjoyed it because of all the wonderful advantages she kept on describing* [positive attitude + quote] • *she felt wonderful being able to do somersaults and flying around* [positive attitude + examples of activities]. **Award 1 mark** for identifying Anousheh's positive attitude inferred from the text, e.g. • *she loved it / she felt it was wonderful.* **Also accept for 1 mark** the following quotations (as they convey positive emotion), e.g. • *she said being weightless had some wonderful advantages* • *everything is effortless.* **Do not accept** emotions that are not supported by the text, e.g. pride.	**Up to 2m**

Qu	Requirement	Mark
10	Match the events below to the year in which they happened. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for all **four** pairs matched correctly.  	**1m**

Section 1: Space Tourism

<table>
<tr><th>Qu</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>11</td><td>Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

Award 1 mark for all four correct.

<table>
<tr><th></th><th>Fact</th><th>Opinion</th></tr>
<tr><td>Anousheh Ansari kept an online diary.</td><td>✓</td><td></td></tr>
<tr><td>Brushing your teeth in space is a joy.</td><td></td><td>✓</td></tr>
<tr><td>Being weightless is endlessly entertaining.</td><td></td><td>✓</td></tr>
<tr><td>Tourists can stay on the International Space Station.</td><td>✓</td><td></td></tr>
</table>
</td><td>1m</td></tr>
<tr><td>12</td><td>… in a flash (page 6)

What does this tell you about the burning of rocks in space?

Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases.

Award 1 mark for either acceptable point:

1. the rock burns very quickly, e.g.
• they burn quickly / suddenly / instantly
• it happens fast.

2. the rock burns brightly, e.g.
• when the rock burns you get a dazzling light.

Do not accept reference to speed of travel, e.g.
• they go / fly / travel very quickly.</td><td>1m</td></tr>
</table>

Qu	Requirement	Mark
13	*Find out when a meteor shower is due and arrange to go star spotting with an adult…* In this sentence, the word *arrange* is closest in meaning to… **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for the correct option ticked. set out. ☐ meet. ☐ pack up. ☐ plan. ☑	**1m**

14	How does the information on page 6 make it sound easy to be a star spotter? Give **two** ways. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for reference to any of the following acceptable points from page 6, up to a maximum of **2 marks**: **1.** accessible location, e.g. • *You don't have to travel far to do it* • *You don't have to be in space (to see them)* • *You don't have to leave Earth.* **2.** you do not need specialist equipment, e.g. • *You can do it with things you'll have in the house* • *You don't need a telescope or binoculars* • *You don't need any expensive equipment* • *It sounds easy because all you need is a nice spot, a blanket, pillow and torch.* **3.** you don't need an expert to show you how to do it, e.g. • *You just need to go with an adult, they don't need to know anything about space.* **Do not accept** answers that are focussed on the structure of page 6, e.g. • *the instructions are laid out clearly.*	**2m**

Section 1: Space Tourism

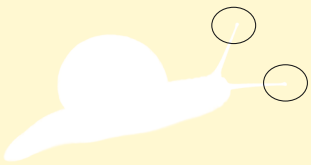
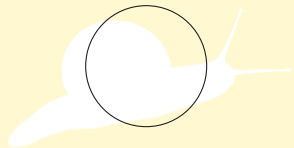
<table>
<tr><th>Qu</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>15</td><td>Tick true or false in the following table to show what you should do when spotting shooting stars.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction.

Award 1 mark for all four correct.

<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>Take warm clothes, a blanket, a pillow and a torch.</td><td>✓</td><td></td></tr>
<tr><td>Stay close to town.</td><td></td><td>✓</td></tr>
<tr><td>Point your torch up to the sky.</td><td></td><td>✓</td></tr>
<tr><td>You must have binoculars.</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td></tr>
</table>

Section 2: Giants

Qu	Requirement	Mark
16a	What does the 'giant' do to frighten the snail? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for reference to touching the snail's threads / stalks / eyes.	**1m**
16b	What does the 'giant' do to frighten the frog? **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for reference to picking the frog up / clutching it in his fist.	**1m**
17	*Gentle, and small, and frail* Which part of the snail do these words describe? Circle the part of the snail in the picture below. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for answers where the pupil has circled one or both eyes, or eyes and eye stalks on the image of the snail, e.g.  **Do not accept** answers where the pupil has not circled the eyes, or where more than just the eyes (and stalks) are circled, e.g. 	**1m**

Section 2: Giants

Qu	Requirement	Mark
18	*Gentle, and small, and frail* How do these words make the reader feel about the snail? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for answers that refer to concern / empathy, e.g. • *sorry for it* • *sympathy* • *worried about it* • *you'd want to protect it.* **Also accept** answers that recognise the snail is being treated unfairly, e.g. • *angry for it* • *upset about what's happening to it.* **Do not accept** answers that refer to the snail rather than the reader's feelings, e.g. • *it's got a thin shell* • *it's really delicate.*	**1m**

19	How does the snail behave when it is afraid? Give **two** ways. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for **two** of the following acceptable points: **1.** (the speed or urgency with which) it retracts its eyes, e.g. • *it snatches its eyes back in.* **2.** (the speed or urgency with which) it goes into its shell, e.g. • *it quickly disappears into its shell* • *it goes into its shell*. **3.** it cowers **4.** it quivers.	**1m**

Qu	Requirement	Mark
20	*Into your pitiful shell, so brittle and thin* In this line, the word *brittle* is closest in meaning to... **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for the correct option ticked. shiny. ☐ soft. ☐ delicate. ☑ rough. ☐	**1m**
21	Explain **two** things that the words *emerald scrap* suggest about the frog. **Content domain:** 2a – give / explain the meaning of words in context. **Award 2 marks** for responses that interpret **both** emerald and scrap: Acceptable points for **emerald:** **1.** green **2.** high value **3.** sparkling / shiny Acceptable points for **scrap:** **4.** insignificance or smallness **5.** fragility **6.** worthless / disposable / rubbish, e.g. • *It shows that the frog is like a precious stone, but it's like a scrap of rubbish too.* [AP2, AP6] • *Emerald tells us that the frog is green and scrap makes us realise that it is tiny and unimportant.* [AP1, AP4] • *It's green and it's small.* [minimal AP1, AP4] **Award 1 mark** for an interpretation of **either** emerald **or** scrap from one or more of the acceptable points, e.g. • *Emerald scrap reminds us that the frog is insignificant.* [AP4] • *It means the frog is little and worth nothing.* [AP4, AP6] • *That it is a shimmery green.* [AP3, AP1] **Do not accept** answers that repeat the idea that this expression describes the frog or that are vague / general, e.g. • *It puts a clear picture in our minds* • *It tells us what the frog looks like* • *It means the frog is pretty / handsome / gross / horrible / ugly.*	**2m**

Section 2: Giants

Qu	Requirement	Mark
22	What is the *tremendous monster*? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for reference to the tremendous monster being a human. **Do not accept:** *It is a giant.*	**1m**

23	*Just for the joy* *Of watching you jump, scramble, tumble, fall* **Find** and **copy two** more words from the poem that show that the frog was frightened. **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for **two** of the following acceptable points: **1.** *trembling (throat)* **2.** *shivering* **3.** *dread.*	**1m**

24	What is the main message of the poem? **Content domain:** 2c – summarise main ideas from more than one paragraph. **Award 1 mark** for the correct option ticked. People can learn a lot from holding small creatures. ☐ People should think about how their actions affect others. ☑ People are much bigger than frogs and snails. ☐ People should overcome their fear of nature. ☐	**1m**

Section 3: The Lost World

Qu	Requirement	Mark
25a	Circle the correct option to complete each sentence below. **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct option indicated. The story is told from the perspective of... Professor Summerlee / Lord John / **Malone** / Professor Challenger	1m
25b	At the start of the extract, the men entered the forest... **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for the correct option indicated. **carefully** / quickly / fearfully / noisily	1m
25c	There, they came to a patch where the stream was... **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct option indicated. smaller / **bigger** / faster / slower	1m
25d	The ferns here were spaced... **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct option indicated. regularly / **randomly** / carefully / equally	1m

Section 3: The Lost World

Qu	Requirement	Mark
26	How far into the forest did the stream become *a considerable bog?* **Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for: *(After a) few hundred yards.*	**1m**
27	How does the first paragraph suggest that the characters are in a 'lost world'? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for reference to either acceptable point: **1.** it is referred to as 'the unknown' **2.** they entered cautiously. **Do not accept** reference to it being overgrown.	**1m**
28	In the paragraph beginning, *There were, as I say…* Malone compares the iguanodons to different animals. How do these comparisons help the reader understand what the iguanodons look like? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for reference to providing a comparison to something the reader will recognise, e.g. • *because we know how big elephants are* • *we know what lizard's skin is like* • *it compares them to animals we know.*	**1m**

Qu	Requirement	Mark
29	The iguanodons are described as *inoffensive brutes…* Look at the paragraph beginning: *I do not know how long…* (page 8). Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*. Use evidence from the text to support your answer. **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text.	**3m**

Acceptable Points	Likely evidence (accept paraphrase)
inoffensive	
1. acted like children / playful	• *little ones played round their parents* • *unwieldy gambols* • *bounding into the air*
2. they are herbivores / vegetarians	• *reaching a bunch of foliage*
3. being together as a family / looking after their young	• *little ones played round their parents* • *followed by its mate and its three enormous infants*
4. the men don't find them frightening / they don't harm the men	• *I do not know how long we stayed gazing* • *this marvellous spectacle*
5. slow movement	• *slowly lurched*
brutes	
6. strength	• *tore it down as if it had been a sapling* • *the strength of the parents seemed to be limitless*
7. huge size	• *dull thuds* • *its three enormous infants* • *put his forelegs round the trunk of the tree* • *their heads high above the brushwood* • *tore it down as if it had been a sapling* • *lurched*
8. the way they move	• *unwieldy gambols* • *dull thuds* • *lurched off*

Question 29 continues on the next page.

Section 3: The Lost World

Qu	Requirement	Mark
	Award 3 marks for a response that identifies one acceptable point for *inoffensive* **and** one acceptable point for *brutes*, **both** with evidence, e.g. • *it explains that the iguanodons were harmless because it says they eat foliage which means they are vegetarians. It also says 'I do not know how long we have stared at this spectacle' which means they hadn't tried to hurt them or kill them when most dinosaurs would have tried to kill them for food. They were like brutes because they were so strong and pulled out trees without any effort. [AP2 - inoffensive + ev, AP4 - inoffensive + ev and AP6 – brutes + ev]* • *They were not offensive as they let the men stare at them for ages and they didn't attack them. But they were also like brutes as they were strong and pulled trees up really easily. [AP4 - inoffensive + ev and AP6 - brutes + ev]* • *You could tell that they were inoffensive because they were playing. One of the parents was followed by its mate so they were friendly. It says they lurched which makes them sound big and heavy. [AP1, AP3 - inoffensive + ev, AP7 brutes + ev]* **Award 2 marks** for a response that identifies one acceptable point for *inoffensive* **and** one acceptable point for *brutes*, **one** with evidence, e.g. • *They were very strong as they could tear down a tree. And the children played lots of games [AP6 - brutes + ev and AP1 - inoffensive]* • *They were moving really slowly because he says they lurched. They were also huge. [AP5 - inoffensive + ev and AP7 - brutes]* **Award 1 mark** for **two** acceptable points, one for *inoffensive* **and** one for *brutes* or **one** acceptable point with evidence for either *inoffensive* **or** *brutes*, e.g. • *They are vegetarians but they are really strong [AP2 - inoffensive and AP6 - brutes]* • *It explains that the iguanodons are harmless by saying they eat foliage so they are vegetarians. Also the little ones play around in 'unwieldy gambols' giving a cute impression. [AP2 - inoffensive + ev, AP1- inoffensive + ev]* • *They must have weighed a lot because they made dull thuds when they fell over. [AP7 - brutes + ev]* **Also accept**, for a maximum of **1 mark**, relevant quotations taken from the paragraph without a link to an acceptable point, that evidence both *inoffensive* and *brutes*, e.g. • *The little ones played round their parents in unwieldy gambols* • *It calls them little ones and enormous infants*	

Qu	Requirement	Mark
30	Look at the paragraph beginning: *I do not know how long…* The word *unwieldy* in this paragraph is closest in meaning to… **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for the correct option ticked. fast. ☐ violent. ☐ clumsy. ☑ gentle. ☐	**1m**
31	**Find** and **copy one** word on page 9 that suggests Malone feels part of the team of explorers. **Content domain:** 2a – give / explain the meaning of words in context. **Award 1 mark** for: *(my) comrades.*	**1m**
32	How can you tell that Professor Summerlee is an expert on dinosaurs? **Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for one of the following acceptable points: **1.** he knows what the *tracks* are / that they are dinosaur tracks **2.** he is completely fascinated (*ecstasy*) by the iguanodons / the opportunity to study pre-historic life **3.** he knows that they are iguanodons / that they once lived in England. **Do not accept** he was a professor (he could be a professor of anything).	**1m**

Section 3: The Lost World

Qu	Requirement	Mark
33	Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.* **Find** and **copy four different** words from the rest of the paragraph that suggest danger. **Content domain:** 2g – identify / explain how meaning is enhanced through choice of words and phrases. **Award 2 marks** for **four** correct words and **1 mark** for **two** or **three** correct words from the list below: **1.** gloom **2.** menace **3.** terrors **4.** pounce **5.** lair **6.** crept.	**Up to 2m**

Qu	Requirement	Mark
34	Using information from the text, tick one box in each row to show whether each statement is **true** or **false**. **Content domain:** 2c – summarise main ideas from more than one paragraph. **Award 1 mark** for all four correct.	**1m**

	True	False
Lord John saw the dinosaur tracks first.	✓	
Professor Summerlee has faked the evidence.		✓
Professor Challenger worries people won't believe them.	✓	
They are all frightened of the iguanodons.		✓

Qu	Requirement	Mark
35a	The mood of the characters changes throughout the extract. **Find** and **copy** the group of words on page 9 where Lord John's mood changes. **Content domain:** 2f – identify / explain how information / narrative content is related and contributes to meaning as a whole. **Award 1 mark** for: • *("I don't know what anyone else thinks, but this place) makes me feel very uneasy…" (said Lord John).*	**1m**
35b	How does Lord John's mood change? **Content domain:** 2h – make comparisons within the text. **Award 1 mark** for answers that refer to **both** his mood at the beginning **and** at the end of the extract. **Beginning**: Accept appropriate synonyms for: enthusiastic / excited / curious. **End**: Accept appropriate synonyms for: cautious / scared / anxious.	**1m**

Section 3: The Lost World

<table>
<tr><th>Qu</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>36</td><td>
Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

Content domain: 2e – predict what might happen from details stated and implied.

Award 2 marks for an acceptable point supported by text-based evidence.

Award 1 mark for either an acceptable point or a relevant piece of text-based evidence.

<table>
<tr><th>Acceptable points (can be implied)</th><th>Evidence</th></tr>
<tr><td>1. death / attack / threat</td><td>feelings of danger
gloom
constant menace
terrors
pounce
iguanodons
lair</td></tr>
<tr><td>2. lost</td><td>gloom
shady foliage
rocks</td></tr>
<tr><td>3. discovering other dinosaurs</td><td>other creatures
constant menace
terrors
the iguanodons we had seen
lair
gloom</td></tr>
</table>

Question 36 continues on the next page.
</td><td>Up to 2m</td></tr>
</table>

Qu	Requirement	Mark
36	Examples of **2** mark responses: • *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.* • *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'* • *It says 'but what other creatures might there not be there ready to pounce upon us from their lair among the rocks or brushwood?" which implies that something might jump out and attack them* • *They were in a dangerous place and suddenly a dinosaur will pounce from behind a rock and grab one of them and eat him.* Examples of **1** mark responses: • *They got lost and stayed there and became friends with the Iguanodons* • *They might be pounced on.* **Do not accept** general answers not relating to specific events or actions, e.g. • *It's going to be dangerous* • *They carry on exploring.* **Do not accept** textual evidence that is not taken from the last paragraph, e.g. • *They will find more footprints and follow them.* **Do not accept** predictions not supported by the last paragraph, e.g. • *They catch some dinosaurs and take them back to England.*	

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