

National curriculum tests

Key stage 1

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 1. 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 1 tests will be marked internally by teachers to inform teacher assessment.

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 June 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 to mark the tests. 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 1 English reading test

The key stage 1 English reading test comprises:

- Paper 1, a combined booklet that integrates the reading texts and answer booklet (lower demand), which carries 20 marks
- Paper 2, a reading booklet with a separate associated answer booklet (higher demand), which carries 20 marks

Every pupil should have the opportunity to attempt both papers. Teachers may stop a pupil at any stage of the test that they feel is appropriate.

3. Content domain coverage

The sample test meets the specification set out in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in the sample Papers 1 and 2.

Table 1: Content domain coverage for Paper 1

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu.	Section 1: The World of Ants				
1	1				
2		1			
3		1			
4		1			
5		1			
	Section 2: Monster and Frog at Sea				
6				1	
7				1	
8		1			
9	1				
10	1				
11				1	
12				1	
13		1			
14		1			
15				1	
16				1	
17		1			
18				1	
19		1			
20			1		

Sample key stage 1 English reading test mark schemes

Table 2: Content domain coverage for Paper 2

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu	Section 1: The Blackbird and his Wife				
1		1			
2				1	
3		1			
4a		1			
4b		1			
5	1				
6				1	
7		1			
8	1				
	Section 2: Plastics and the Environment				
9		1			
10		1			
11				1	
12		1			
13		1			
14		1			
15	1				
16		1			
17	1				
18				2	

4. Explanation of the mark schemes

Where a question is worth 2 marks, this is indicated under the marking circle next to the question. All other questions are worth 1 mark.

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 with round bullet points). Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

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

The practice questions are not marked as they are completed by the children together with the test administrator as an introduction to the test. Guidance on administering the practice questions and introducing the tests is given in the *Test Pack Instructions* which accompany each test.

Aspect of reading assessed by this question	2	Why was the blackbird's wife sad?	1m
Criteria for the award of marks		Content domain: 1d - make inferences from the text.	
Acceptable points (AP)		Award 1 mark for any of the following:	
Pupil responses from the trials		<ol style="list-style-type: none"> 1. She was trapped / in a cage / couldn't fly home 2. The birds were apart, e.g. <ul style="list-style-type: none"> • <i>she couldn't fly away / go home</i> • <i>she was trapped / in a cage</i> • <i>the King had caught her</i> • <i>she was not with her husband</i> 	

5. Internal moderation procedures

We recommend teachers involved in marking the key stage 1 tests undertake some form of moderation activity to ensure marking is consistent across their school. Guidance is published on the GOV.UK website at www.gov.uk/sta.

6. Mark scheme for Paper 1: reading prompt answer booklet

Section 1: The World of Ants

Qu.	Requirement	Mark
1	<p>Which word in the text describes what worker ants are like?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for the correct option ticked.</p> <p>sleepy <input type="checkbox"/> noisy <input type="checkbox"/> busy <input checked="" type="checkbox"/> fast <input type="checkbox"/></p>	1m
2	<p>What does the queen ant do?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for the correct option ticked.</p> <p>keeps the nest clean <input type="checkbox"/> lays eggs <input checked="" type="checkbox"/> moves eggs <input type="checkbox"/> finds food <input type="checkbox"/></p>	1m
3	<p>What joins the rooms in an ant nest together?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <i>tunnels / by tunnel(s).</i> 	1m

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Section 1: The World of Ants

Qu.	Requirement	Mark
4	<p>Give two jobs that the worker ants do.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any two of the following:</p> <ol style="list-style-type: none"> 1. clean the nest 2. tidy the nest 3. feed the queen ant 4. clean the queen ant 5. take the eggs to a special room. 	1m
5	<p>What happens to the eggs in the special room?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for answers referring to them hatching (into grubs), e.g.</p> <ul style="list-style-type: none"> • <i>they hatch into grubs</i> • <i>they hatch.</i> 	1m

Section 2: Monster and Frog at Sea

Qu.	Requirement	Mark
6	<p>Why did Frog say, “<i>This must be our lucky day</i>”?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for the correct option ticked.</p> <p>Monster liked boats. <input type="checkbox"/> A boat drifted towards them. <input checked="" type="checkbox"/></p> <p>They were by the sea. <input type="checkbox"/> It was a sunny day. <input type="checkbox"/></p>	1m

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Section 2: Monster and Frog at Sea

Qu.	Requirement	Mark
7	<p>Why was Monster worried?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any of the following points:</p> <ol style="list-style-type: none"> 1. He has never been in a boat before 2. He didn't know where he was going 3. He couldn't swim 4. Because Frog takes him on scary adventures. <p>Do not accept:</p> <ul style="list-style-type: none"> • <i>A boat was floating towards them</i> (insufficient answer – doesn't make the inference about why the boat made him nervous). 	1m
8	<p>What could Frog see on the horizon?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for the correct option ticked.</p> <p>a boat <input type="checkbox"/> the sun <input type="checkbox"/> an island <input checked="" type="checkbox"/> a beach <input type="checkbox"/></p>	1m
9	<p>Find and copy one word which tells you that Monster was not feeling well in the boat.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for: <i>seasick</i>.</p>	1m
10	<p><i>Frog spotted something on the water.</i></p> <p>What does the word <i>spotted</i> mean in this sentence?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for the correct option ticked.</p> <p>smelt <input type="checkbox"/> heard <input type="checkbox"/> felt <input type="checkbox"/> saw <input checked="" type="checkbox"/></p>	1m

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Qu.	Requirement	Mark
11	<p>Why did the boat start to sink?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any plausible explanation about the basket being lifted into the boat / tipping the boat / the boat filling with water, e.g.</p> <ul style="list-style-type: none"> • <i>the boat tipped when they put the basket in</i> • <i>the boat filled with water</i> • <i>the basket was heavy.</i> <p>Do not accept references to monster being too heavy – as he was already in the boat before the basket was added.</p>	1m
12	<p>How do you know that Frog was excited?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for answers that paraphrase or refer to him saying either:</p> <ol style="list-style-type: none"> 1. <i>This is what I call an adventure</i> 2. <i>This is (definitely) our lucky day.</i> 	1m
13	<p>What did Frog find inside the basket?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for a picnic / food.</p>	1m
14	<p>Where did Monster go to sleep?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for either:</p> <ol style="list-style-type: none"> 1. <i>Under the (palm) tree</i> 2. <i>In the shade.</i> <p>Do not accept:</p> <ul style="list-style-type: none"> • <i>On the island</i> (too vague). 	1m

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Section 2: Monster and Frog at Sea

Qu.	Requirement	Mark
15	<p>How can you tell that it was late when Monster and Frog woke up?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for answers that quote or paraphrase the following:</p> <ul style="list-style-type: none"> ■ <i>the sun had nearly disappeared, e.g.</i> <ul style="list-style-type: none"> • <i>It was almost dark</i> • <i>the sun had gone</i> • <i>the sun went down</i> • <i>the sun had set.</i> 	1m
16	<p>How did Monster feel when he woke up?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for the correct option ticked.</p> <p>cheerful <input type="checkbox"/> tired <input type="checkbox"/></p> <p>bored <input type="checkbox"/> upset <input checked="" type="checkbox"/></p>	1m
17	<p>How did Frog think they could get home?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for answers that refer to any of the following points:</p> <ol style="list-style-type: none"> 1. using the basket / balloon 2. tying the balloon to the basket 3. by flying / floating. 	1m

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Qu.	Requirement	Mark
18	<p>Frog had not been in a balloon before, but he did not tell Monster because...</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for the correct option ticked.</p> <p>he didn't want to talk to Monster. <input type="checkbox"/></p> <p>he didn't want Monster to worry. <input checked="" type="checkbox"/></p> <p>he didn't want to go in the balloon. <input type="checkbox"/></p> <p>he didn't have time to say anything. <input type="checkbox"/></p>	1m
19	<p>What was Monster worried about when they were floating over the sea?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for the correct option ticked.</p> <p>how to find the way home <input type="checkbox"/></p> <p>how to get down again <input checked="" type="checkbox"/></p> <p>how to find more food <input type="checkbox"/></p> <p>how to learn to swim <input type="checkbox"/></p>	1m
20	<p>Number the sentences below from 1 to 4 to show the order they happen in the story.</p> <p>Content domain: 1c – identify and explain the sequence of events in texts.</p> <p>Award 1 mark for the correct order.</p> <p>They found a big basket. <input type="text" value="2"/></p> <p>They fell asleep on an island. <input type="text" value="3"/></p> <p>They went in a boat. <input type="text" value="1"/></p> <p>The boat drifted away from them. <input type="text" value="4"/></p>	1m

7. Mark scheme for Paper 2: reading answer booklet

Section 1: The Blackbird and his Wife

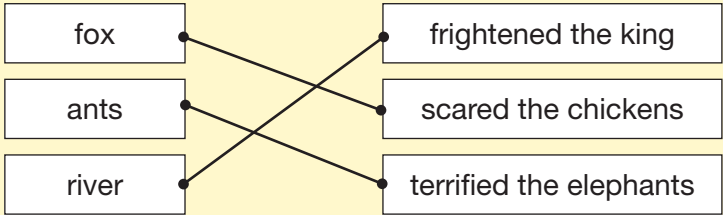
Qu.	Requirement	Mark
1	<p>Why did the king want to have the blackbirds?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any justified reason, derived from the text, e.g.</p> <ul style="list-style-type: none"> • <i>he wanted to hear them sing (to him)</i> • <i>they sang so beautifully</i> • <i>he was selfish / greedy.</i> <p>Also accept the direct quotation:</p> <ul style="list-style-type: none"> • <i>“they will sing to me”.</i> 	1m
2	<p>Why was the blackbird’s wife sad?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any of the following:</p> <ol style="list-style-type: none"> 1. She was trapped / in a cage / couldn’t fly home 2. The birds were apart, e.g. <ul style="list-style-type: none"> • <i>she couldn’t fly away / go home</i> • <i>she was trapped / in a cage</i> • <i>the King had caught her</i> • <i>she was not with her husband.</i> 	1m
3	<p>What instrument did the blackbird play on the way to the palace?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for: a (little) drum.</p> <p>Also accept: (half a) walnut shell.</p>	1m

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Qu.	Requirement	Mark
4	<p>The king treated the animals badly.</p> <p>a) What had the king done to the fox?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to hunting / chasing / hounding him.</p> <p>b) What had the king done to the ants?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to poisoning / pouring hot water on them.</p>	<p>1m</p> <p>1m</p>
5	<p><i>For years he's drained me and dirtied me.</i></p> <p>What does the word <i>drained</i> mean?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for the correct option ticked.</p> <p>filled up with water <input type="checkbox"/></p> <p>stirred up the water <input type="checkbox"/></p> <p>emptied out the water <input checked="" type="checkbox"/></p> <p>worn out the water <input type="checkbox"/></p>	1m
6	<p>The blackbird said: "<i>You and I are at war.</i>"</p> <p>How do you know that the king was not worried by this?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to the king laughing, e.g.</p> <ul style="list-style-type: none"> • <i>when he said it the king laughed.</i> • <i>he thought it was funny.</i> <p>Do not accept answers that do not mention the king laughing – we only know he isn't worried as he laughs.</p>	1m

Sample key stage 1 English reading test mark schemes

Section 1: The Blackbird and his Wife

Qu.	Requirement	Mark
7	<p>Draw lines to match these characters to the help they gave the blackbird.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for the correct matching.</p> 	1m
8	<p>Find and copy two words that describe how scared the king was.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for two of the following:</p> <ol style="list-style-type: none"> 1. <i>quivering</i> 2. <i>quaking</i> 3. <i>shivering</i> 4. <i>shaking</i> 5. <i>trembled.</i> <p>Also accept:</p> <ol style="list-style-type: none"> 6. <i>(Very) w-well</i> 7. <i>g-go.</i> <p>Points 6 and 7 are acceptable because they suggest that the king was trembling with fear.</p>	1m

Section 2: Plastics and the Environment

Qu.	Requirement	Mark
9	<p>When were plastics first made?</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <i>(more than) 100 years ago.</i> 	1m
10	<p>Tick two good points about plastics.</p> <p>Plastics can be...</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for the correct two options ticked.</p> <p>nice to smell. <input type="checkbox"/></p> <p>any shape. <input checked="" type="checkbox"/></p> <p>grown. <input type="checkbox"/></p> <p>eaten. <input type="checkbox"/></p> <p>many colours. <input checked="" type="checkbox"/></p>	1m
11	<p>Why can plastics be dangerous when they melt?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for a reference to poison, e.g.</p> <ul style="list-style-type: none"> <i>they are poisonous</i> <i>they give off poisonous fumes</i> <i>when they melt they have poisonous fumes.</i> 	1m
12	<p>Give two problems with landfill sites.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for two of the following:</p> <ol style="list-style-type: none"> <i>smelly</i> <i>ugly</i> <i>harmful (to the planet).</i> <p>Also accept references to lasting for hundreds of years.</p>	1m

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Section 2: Plastics and the Environment

Qu.	Requirement	Mark
13	<p>What are most plastics made from today?</p> <p>Give two things.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for two of the following:</p> <ol style="list-style-type: none"> 1. oil 2. coal 3. (natural) gas. <p>Do not accept reference to plants (including specific names – e.g. bamboo).</p>	1m
14	<p>What might plastics be made from in the future?</p> <p>Give two things.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for two of the following:</p> <ol style="list-style-type: none"> 1. sweet potato 2. flax 3. bamboo. <p>Also accept plants.</p>	1m
15	<p>Look at the section headed: Re-use.</p> <p>Find and copy one word that means the same as 'given away'.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for: <i>donated</i>.</p>	1m

Sample key stage 1 English reading test mark schemes

Qu.	Requirement	Mark																		
16	<p>Look at the section headed: Recycle.</p> <p>Give one thing that can be made from recycled plastics.</p> <p>Content domain: 1b – identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any of the following:</p> <ol style="list-style-type: none"> 1. bags 2. bottles 3. (fibres for) clothing. 	1m																		
17	<p>Draw lines to match the words below to their meaning.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for the correct matching.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">words</td> <td></td> <td style="text-align: center;">meanings</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Re-use</td> <td style="text-align: center;">—</td> <td style="border: 1px solid black; padding: 5px;">use the same thing more than once</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Reduce</td> <td style="text-align: center;">—</td> <td style="border: 1px solid black; padding: 5px;">turn an object into something else</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Recycle</td> <td style="text-align: center;">—</td> <td style="border: 1px solid black; padding: 5px;">use less of something</td> </tr> </table>	words		meanings	Re-use	—	use the same thing more than once	Reduce	—	turn an object into something else	Recycle	—	use less of something	1m						
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Re-use	—	use the same thing more than once																		
Reduce	—	turn an object into something else																		
Recycle	—	use less of something																		
18	<p>Put ticks in the table to show which sentences are true and which are false.</p> <p>One has been done for you.</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 2 marks for all four correct.</p> <p>Award 1 mark for two or three correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">The information says that...</th> <th style="width: 15%;">True</th> <th style="width: 15%;">False</th> </tr> </thead> <tbody> <tr> <td>recycling is a good way to get rid of unwanted plastics.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>we should use more things made of plastic.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>today we use plastics a lot.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>plastic is hard to get rid of.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>plastics rot.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	The information says that...	True	False	recycling is a good way to get rid of unwanted plastics.	✓		we should use more things made of plastic.		✓	today we use plastics a lot.	✓		plastic is hard to get rid of.	✓		plastics rot.		✓	2m
The information says that...	True	False																		
recycling is a good way to get rid of unwanted plastics.	✓																			
we should use more things made of plastic.		✓																		
today we use plastics a lot.	✓																			
plastic is hard to get rid of.	✓																			
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