

Mark schemes for the English reading test

Section 1: The Great Barrier Reef

Qu.	Requirement	Mark
1	<p>Look at page 4 of your reading booklet. What was the Great Barrier Reef classified as in 1981?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • a UNESCO World Heritage Site. 	<input type="checkbox"/> 1 m
2	<p>Look at the first paragraph. What evidence is given to suggest that The Great Barrier Reef is the largest coral reef in the world?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It stretches from Gladstone to Cape York. <input type="checkbox"/> It measures 2,900 kilometres. <input checked="" type="checkbox"/> It is the only living thing that is clearly visible from outer space. <input type="checkbox"/> It is home to 1,200 tropical islands. 	<input type="checkbox"/> 1 m
3	<p>According to the text, how long is the Great Barrier Reef?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • 2,300 kilometres (km) 	<input type="checkbox"/> 1 m

Section 1: The Great Barrier Reef

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4	<p>What are the islands of the Great Barrier Reef known for?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to the beaches, e.g.</p> <ul style="list-style-type: none"> • they are known for the sandy, white beaches • they are known for their beautiful sandy beaches. <p>Do not accept answers relating to the size of the Great Barrier Reef which do not recognise the islands, e.g.</p> <ul style="list-style-type: none"> • known for being the largest reef in the world and can be seen from space 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
5	<p>Look at the section headed: Geography.</p> <p>Find and copy one word which shows the Great Barrier Reef is cherished by the local Aboriginal and Torres Strait Islander groups.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • sacred 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
6	<p>According to the text, how many species of coral does the Great Barrier Reef consist of?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • over 600 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
7	<p>Look at the section headed: Ecology.</p> <p>Find and copy one word which means there are many different animals in the waters of the Great Barrier Reef.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • variety 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>

Section 1: The Great Barrier Reef

Qu.	Requirement	Mark
8	<p>The Great Barrier Reef is home to a variety of sea life including... In this sentence, the word 'variety' is closest in meaning to... Tick one.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <p><input checked="" type="checkbox"/> collection <input type="checkbox"/> similarity <input type="checkbox"/> difference <input type="checkbox"/> modification</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
9	<p>Look at page 5 of your reading booklet. The Great Barrier Reef is home to a variety of sea life including some of the world's most vulnerable marine animals. Which of the 30 species of mammals found in the Great Barrier Reef has been classified as vulnerable?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to the dugong, e.g.</p> <ul style="list-style-type: none"> • a slow-moving mammal called the dugong • a mammal related to the manatee <p>Do not accept answers relating to other species found in the reef, e.g.</p> <ul style="list-style-type: none"> • marine turtles are threatened 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
10	<p>The text explains what happens to the coral reef when water temperatures rise. Order these facts from 1 – 5 in the order in which they happen. The first one has been done for you.</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for for the correct sequence.</p> <p><input type="checkbox"/> 3 White skeletons are revealed. <input type="checkbox"/> 1 The coral suffers heat stress. <input type="checkbox"/> 5 Reefs are reduced in size. <input type="checkbox"/> 2 The coral releases an algae. <input type="checkbox"/> 4 The coral loses its colour.</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>

Section 1: The Great Barrier Reef

Qu.	Requirement	Mark
11	<p>According to the text, how many cyclones caused damage to the reef between 2004-2018?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • 10 	<div style="text-align: center;"> <input type="text"/> 1 m </div>
12	<p>Look at the section headed: Threats.</p> <p>According to the text, give two effects of climate change that have resulted in damage to the Great Barrier Reef.</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for reference to either of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1. carbon dioxide and other gases in the atmosphere, e.g. <ul style="list-style-type: none"> • an increase of carbon dioxide causes the water temperature to rise 2. increase in adverse weather events, e.g. <ul style="list-style-type: none"> • more frequent and severe cyclones cause damage <p>Do not accept answers which refer simply to threats to the reef without some indication of required change, e.g.</p> <ul style="list-style-type: none"> • water temperatures are rising <p>Do not accept answers which refer to the result of poor health on the reef and its inhabitants, e.g.</p> <ul style="list-style-type: none"> • sea levels rise 	<div style="text-align: center;"> <input type="text"/> Up to 2 m </div>

Section 1: The Great Barrier Reef

Qu.	Requirement	Mark
13	<p>According to the text, climate change is the greatest threat to the existence of the Great Barrier Reef. What other threats are there? Give two and include the reason they are a threat.</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for referencing each of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1. pollution, e.g. <ul style="list-style-type: none"> • an increase in pollution has resulted in poorer water quality 2. overfishing, e.g. <ul style="list-style-type: none"> • overfishing of predators could cause an increase in the levels of crown-of-thorns starfish <p>Do not accept answers which refer to a change in water temperature e.g.</p> <ul style="list-style-type: none"> • rising water temperatures have caused a reduction in the coral <p>Do not accept answers which refer to severe weather events, e.g.</p> <ul style="list-style-type: none"> • more frequent cyclones cause damage to the reef 	<div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> Up to 2 m </div>
14	<p>Look at the section headed: Action. According to the text, what must happen to improve and maintain the health of the Great Barrier Reef?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none"> 1. the pollution levels, e.g. <ul style="list-style-type: none"> • clear the pollution (rubbish) from the reef 2. the rate of climate change, e.g. <ul style="list-style-type: none"> • reduce the rate of climate change <p>Do not accept answers which refer simply to threats to the reef without some indication of required change, e.g.</p> <ul style="list-style-type: none"> • water temperatures are rising <p>Do not accept answers which refer to the result of poor health on the reef and its inhabitants, e.g.</p> <ul style="list-style-type: none"> • the coral loses its colour • crown-of-thorns starfish outbreaks 	<div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/> 1 m </div>

Section 1: The Great Barrier Reef

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15	<p>Which statement is the best summary of the 'threats' and 'action' sections? Tick one.</p> <p>Content domain: 2c – summarise main ideas from more than one paragraph.</p> <p>Award 1 mark for:</p> <p><input type="checkbox"/> Many animals live in the Great Barrier Reef.</p> <p><input checked="" type="checkbox"/> There are several threats to the Great Barrier Reef, but this can improve with the reduction of climate change and pollution.</p> <p><input type="checkbox"/> The Great Barrier Reef will recover by itself.</p> <p><input type="checkbox"/> The Great Barrier Reef is changing and soon there will be no coral left.</p>	<p><input type="checkbox"/></p> <p>1 m</p>												
16	<p>Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for all three correct:</p> <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">True</td> <td style="text-align: center;">False</td> </tr> <tr> <td>There are 1,500 species of animals living in the Great Barrier Reef.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>The Great Barrier Reef is one of the seven natural wonders of the world.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The Great Barrier Reef is home to some of the deadliest animals in the ocean.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>		True	False	There are 1,500 species of animals living in the Great Barrier Reef.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Great Barrier Reef is one of the seven natural wonders of the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Great Barrier Reef is home to some of the deadliest animals in the ocean.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/></p> <p>1 m</p>
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There are 1,500 species of animals living in the Great Barrier Reef.	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
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Section 2: What Do We Plant?

Qu.	Requirement	Mark
17	<p>In the first verse, what is the author suggesting the tree may be used for?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the following:</p> <ol style="list-style-type: none"> building a ship (boat), e.g. <ul style="list-style-type: none"> the wood from the tree could be used to build a ship <p>Do not accept answers which refer simply to the parts of ship (boat), e.g.</p> <ul style="list-style-type: none"> to make a mast 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
18	<p>Find and copy one word from the first verse that suggests that the wood used to make the ship is strong and able to tolerate bad weather.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> withstand 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
19	<p>We plant the ship, which will cross the sea. What is meant by ‘we plant the ship...’?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for referencing each of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> a tree is planted to get wood, e.g. <ul style="list-style-type: none"> the ship (boat) could not be made without the wood from the tree (if the tree was not planted) the wood is used to build a ship (boat), e.g. <ul style="list-style-type: none"> the wood from the tree is used to build a ship (boat) <p>Do not accept answers which refer simply to the general use of wood, e.g.</p> <ul style="list-style-type: none"> wood can be used to build things 	<div style="text-align: center;"> <input type="checkbox"/> Up to 2 m </div>

Section 2: What Do We Plant?

Qu.	Requirement	Mark
20	<p>In the second verse, what is the poet suggesting the tree may be used for?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the following:</p> <ol style="list-style-type: none">building a house, e.g.<ul style="list-style-type: none">the wood from the tree could be used to build parts of a house <p>Do not accept answers which simply refer to parts of a house, e.g.</p> <ul style="list-style-type: none">to make the rafters	<input data-bbox="1410 331 1477 398" type="checkbox"/> 1 m
21	<p>Find and copy one word which means ‘roof support timbers’.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none">rafters	<input data-bbox="1410 837 1477 904" type="checkbox"/> 1 m
22	<p>Look at verse 2.</p> <p>As well as using wood to build the structure, roof and door of a house, what else does the author suggest could be made from wood?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none">the floors	<input data-bbox="1410 1140 1477 1207" type="checkbox"/> 1 m

Section 2: What Do We Plant?

Qu.	Requirement	Mark
23	<p>Explain what the poet may think about trees.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for referencing each of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1. trees are useful, e.g. <ul style="list-style-type: none"> • trees can be used to make many things 2. the wood that trees produce is strong, e.g. <ul style="list-style-type: none"> • the wood is strong to enable its use in building houses 3. gratefulness, e.g. <ul style="list-style-type: none"> • the author is grateful for the many things the trees can provide <p>Do not accept answers which refer simply to how much the author likes trees, e.g.</p> <ul style="list-style-type: none"> • the author likes trees as they are the subject of the poem 	<div style="text-align: center;"> <input type="checkbox"/> Up to 2 m </div>
24	<p>The author describes trees as ‘a thousand things that we daily see’. What does the author suggest can be made from the trees in the same verse? Give two items.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> 1. church spire, e.g. <ul style="list-style-type: none"> • the spire on top of a church 2. flag staff, e.g. <ul style="list-style-type: none"> • the wooden part of a flag 3. a shaded area e.g. <ul style="list-style-type: none"> • a tree makes a large shadow, so can provide shade on a hot day 	<div style="text-align: center;"> <input type="checkbox"/> Up to 2 m </div>
25	<p>Look at the last verse.</p> <p>Find and copy a group of words that shows that the poet believes that wooden objects are very common.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • a thousand things that we daily see 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>

Section 2: What Do We Plant?

Qu.	Requirement	Mark
26	<p>The use of the trees could be described as... Tick one.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> effective<input type="checkbox"/> disadvantageous<input type="checkbox"/> harmful<input type="checkbox"/> unsuitable	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
27	<p>The poet describes different builds that can be made from trees. Tick the two verses that detail individual builds.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Verse 1<input checked="" type="checkbox"/> Verse 2<input type="checkbox"/> Verse 3	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>

Section 3: The Wild Swans

Qu.	Requirement	Mark
28	<p>Look at the second paragraph. What did the wicked stepmother do to show her contempt for the children?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for for referencing sand, e.g.</p> <ul style="list-style-type: none"> • she fed them sand instead of cake <p>Do not accept answers which refer simply to the sand, e.g.</p> <ul style="list-style-type: none"> • she gave them sand <p>Do not accept answers which refer simply to poor food, e.g.</p> <ul style="list-style-type: none"> • she gave them horrible things to eat 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
29	<p>Look at the first two paragraphs. Which sentence below best describes the life of the royal family before the wedding? Tick one.</p> <p>Content domain: 2c – summarise main ideas from more than one paragraph.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It was full of hard work and sibling rivalry. <input checked="" type="checkbox"/> It was calm and peaceful, without hardship. <input type="checkbox"/> It was boring. <input type="checkbox"/> It was lonely. 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
30	<p>Find and copy one word which suggests that the guests at the wedding were treated with respect.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • honoured 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>

Section 3: The Wild Swans

Qu.	Requirement	Mark
31	<p>...the queen callously dismissed Eliza from privilege...</p> <p>Which of the following words is closest in meaning to privilege? Tick one.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <p><input type="checkbox"/> misfortune <input type="checkbox"/> disadvantage <input type="checkbox"/> position <input checked="" type="checkbox"/> entitlement</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
32	<p>Look at the fourth paragraph.</p> <p>Possessing virtue that outweighed the evil curse...</p> <p>This means that the princes... Tick one.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <p><input type="checkbox"/> were unkind. <input checked="" type="checkbox"/> maintained high moral standards and honesty. <input type="checkbox"/> had a good imagination. <input type="checkbox"/> were doomed by the evil curse.</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
33	<p>How old was Eliza when the king ‘permitted’ her to return to the palace?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • 15 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>

Section 3: The Wild Swans

Qu.	Requirement	Mark
34	<p>'The queen's loathing heightened...'</p> <p>What does loathing mean in this sentence?</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for reference to the following:</p> <p>1. disliking of Eliza e.g.</p> <ul style="list-style-type: none"> • the queen hated Eliza 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
35	<p>What had the 'cloaked figure' been doing when Eliza met her?</p> <p>Content domain: 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • foraging for berries 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>
36	<p>Later, beneath the night's crystal encrusted blanket...</p> <p>Which of the following is closest in meaning to the night's crystal encrusted blanket as it is used here?</p> <p>Tick one.</p> <p>Content domain: 2a – give/explain the meaning of words in context.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a night-time cover <input type="checkbox"/> jewels overhead <input checked="" type="checkbox"/> a starry night's sky <input type="checkbox"/> a dark cloudy night 	<div style="text-align: center;"> <input type="checkbox"/> 1 m </div>

Section 3: The Wild Swans

Qu.	Requirement	Mark
37	<p>Why was the duke of the neighbouring kingdom unsure of what do with Eliza?</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the following:</p> <ol style="list-style-type: none">her righteousness, e.g.<ul style="list-style-type: none">he saw righteousness in her <p>Do not accept answers which reference the King helping her, e.g.</p> <ul style="list-style-type: none">the King sent the jackets to her – to help her finish them	<input data-bbox="1410 331 1477 398" type="checkbox"/> 1 m
38	<p>How can you tell that Eliza was determined to finish the eleventh jacket? Give one piece of evidence that shows her determination.</p> <p>Content domain: 2d – explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the following:</p> <ol style="list-style-type: none">working through the night, e.g.<ul style="list-style-type: none">she worked hard all night to complete it	<input data-bbox="1410 840 1477 907" type="checkbox"/> 1 m

Section 3: The Wild Swans

Qu.	Requirement	Mark								
39	<p>Look at the final page. What impressions do you get of Eliza at this point in the story? Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <table border="1" data-bbox="194 607 1327 1503"> <thead> <tr> <th data-bbox="194 607 762 647">Impression</th> <th data-bbox="762 607 1327 647">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="194 647 762 898">determined</td> <td data-bbox="762 647 1327 898"> <ul style="list-style-type: none"> • she travelled far to find the swans • she collected nettles even though she got stung • she didn't justify herself to the duke </td> </tr> <tr> <td data-bbox="194 898 762 1149">hard-working</td> <td data-bbox="762 898 1327 1149"> <ul style="list-style-type: none"> • she collected nettles even though she got stung • she completed the eleventh jacket • she worked through the night </td> </tr> <tr> <td data-bbox="194 1149 762 1503">brave</td> <td data-bbox="762 1149 1327 1503"> <ul style="list-style-type: none"> • she collected nettles even though she got stung • she didn't justify herself to the duke • even when exiled she continued on her mission • she was taken to the duke by guards </td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence. Award 2 marks for either two acceptable points, or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>	Impression	Evidence	determined	<ul style="list-style-type: none"> • she travelled far to find the swans • she collected nettles even though she got stung • she didn't justify herself to the duke 	hard-working	<ul style="list-style-type: none"> • she collected nettles even though she got stung • she completed the eleventh jacket • she worked through the night 	brave	<ul style="list-style-type: none"> • she collected nettles even though she got stung • she didn't justify herself to the duke • even when exiled she continued on her mission • she was taken to the duke by guards 	<div style="text-align: center;"> <input data-bbox="1410 331 1477 398" type="checkbox"/> Up to 3 m </div>
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Section 3: The Wild Swans

Qu.	Requirement	Mark
40	<p>Look at the last paragraph on page 8. ‘Eliza was drawn through the cobbled streets...’ Give one reason why.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for reference to the following:</p> <ol style="list-style-type: none"> 1. her being exiled, e.g. <ul style="list-style-type: none"> • she was being removed from the kingdom because she was exiled • the people of the kingdom chose to exile her • the time had come for her to leave 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">1 m</p>
41	<p>How can you tell that the stepmother did not like the princes and princess? Explain two ways, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Acceptable points:</p> <ol style="list-style-type: none"> 1. she gave them sand to eat instead of cake 2. she sent Eliza to live with someone else 3. she removed Eliza’s privileged status 4. she made the king doubt his own children 5. she cursed the princes, turning them to birds 6. she made a potion to remove Eliza’s prettiness <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none"> • she gave the children non-food items to eat because on their wedding day she offered them sand instead of cake. She also turned the princes into birds. [AP1 + evidence, AP4] • she sent Eliza away from the family home to live with a peasant and his wife, which took away her privileged status. [AP2 + evidence, AP3] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> • she turned the princes into birds and sent the princess to live with someone else. [AP5 + AP2] • she turned the king against his sons by telling him lies, he eventually believed her and gave in. [AP4 + evidence] <p>Award 1 mark for reference to the following one acceptable point.</p> <ul style="list-style-type: none"> • she made a potion to hurt Eliza 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center;">Up to 3 m</p>

How to convert this paper's raw scores to suggested scaled scores

This table shows each of the possible raw scores for this paper. To convert each pupil's raw score to our suggested scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more suggests that a pupil could achieve the expected standard in reading.

Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score. If a pupil has a raw score of 0 to 2 marks, the scaled score field on return of results will be left blank.

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	91
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

