

2025 national curriculum tests

Key stage 2

English reading test mark schemes

Reading answer booklet



Standards
& Testing
Agency

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1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2025 tests assess the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)¹ for English reading at key stage 2. It assesses the aspects of comprehension that lend themselves to a paper test.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. [Scaled score conversion tables](#)² for the 2025 tests will be published in July 2025. The standards confirmation meeting will take place in July 2025.

2. Structure of the test

The key stage 2 English reading test comprises:

- a reading booklet containing three texts that increase in demand throughout the booklet
- a reading answer booklet containing questions (50 marks).

¹ www.gov.uk/government/publications/key-stage-2-english-reading-test-framework

² www.gov.uk/guidance/scaled-scores-at-key-stage-2

3. Content domain coverage

The 2025 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test.

Table 1: Content domain coverage for the 2025 key stage 2 English reading test

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

	2a	2b	2c	2d	2e	2f	2g	2h
	<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
23			1					
24		1						
25		1						
26				3				
27				1				
Qu.	Section 3: Longbow Girl							
28		1						
29				1				
30				1				
31		1						
32				1				
33				1				
34				2				
35a		1						
35b		1						
36		1						
37				2				
38				3				
39								1
40	1							
Total	6	15	3	24			1	1

4. Explanation of the mark schemes

The number of marks available for each question is given at the side of the page in the reading answer booklet. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The mark scheme for each question contains acceptable points, which are indicated either by a numbered list or a square bullet point (if there is only one possible answer). These must be treated as marking principles, not the exact response a pupil needs to give.

They also contain examples of some frequently occurring correct answers given by pupils in the trials. These are shown in italics and are introduced by round bullet points. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate the maximum quotation that is allowed. Copying must be accurate but minor copying errors or introductions such as 'The answer is...' or 'It's...' will be permitted.

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

Recording marks awarded

Pupils' test papers are scanned so that marking can be conducted on screen by trained markers.

For each question, markers record the award of 3, 2, 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The diagram below exemplifies the content of the mark schemes:

Qu.	Requirement	Mark
37	Look at page 10. <i>Only then did she smile.</i> Why was Merry happy at this point in the text? Write two reasons. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to any of the following, up to a maximum of 2 marks: - Merry having won the competition, e.g. <i>because she'd clearly won</i> <i>she knew she was going to be the winner</i> <i>she knew she did better than anyone else.</i> - Merry's accuracy, e.g. <i>she shot in the very middle</i> <i>she shot the arrow in the dead centre</i> <i>because she had hit the best place you can hit.</i> - Merry winning over the crowd, e.g. <i>the crowd roared</i> <i>the crowd were cheering</i> <i>she won the respect of the crowd.</i> - Merry defying the expectations of others, e.g. <i>she had proved herself</i> <i>she proved she was better than all the other competitors</i> <i>she proved the marshal wrong</i> <i>she shocked the people watching because of her skill.</i> Do not accept reference to Merry winning the gold, e.g. <i>she had just won 10 gold coins</i> <i>she thought of a whole purse full of gold.</i>	Up to 2m

Content domain reference:
Aspect of reading assessed by this question.

Criteria for the award of marks

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

Examples of correct responses from the trials that should be accepted are shown in italics.

Examples of incorrect responses that should not be accepted.

5. Mark schemes for the English reading test

Section 1: A Life-changing Game

Qu.	Requirement	Mark
1	How did Phiona make money for her family? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - Phiona selling maize / vegetables, e.g. <i>she sold maize</i> <i>she sold crops</i> <i>selling vegetables.</i> - Phiona working / selling at a market, e.g. <i>working at the street market.</i> Do not accept reference only to Phiona selling ‘things’ (not maize or vegetables), e.g. <i>by selling some things to help her family for the money</i> <i>she started selling stuff.</i>	1m
2	An intriguing game Which word is closest in meaning to <i>intriguing</i>? Tick one. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: exciting ☐ popular ☐ challenging ☐ interesting ☒	1m

Section 1: A Life-changing Game

Qu.	Requirement	Mark
3	How can you tell that people in Uganda were not familiar with chess? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to either of the following: - there not being a word for ‘chess’ in Phiona’s language, e.g. <i>there was no word for it</i> <i>it did not even have a name</i> <i>it was not a word in her language</i> <i>she had no word in her language for it.</i> - chess being unusual in Uganda, e.g. <i>it was unusual</i> <i>it says chess was very unusual.</i> Also accept reference to Phiona having to travel a long distance to find out how to play, e.g. <i>she walked 6 km every day just to learn chess</i> <i>she had to walk far to play a game.</i> Do not accept reference to a lack of familiarity with chess, e.g. <i>Phiona had no idea what it was</i> <i>they hadn’t heard of it</i> <i>something quite different: playing chess</i> <i>they didn’t know what it was.</i>	1m

Section 1: A Life-changing Game

Qu.	Requirement	Mark															
4	Read the sections: <i>A challenging upbringing</i> and <i>An intriguing game</i>. Tick one box in each row to show whether each statement is true or false. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for three correct or 2 marks for all four correct: <table border="1"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Phiona left school once she had learnt to read.</td><td></td><td>✓</td></tr> <tr> <td>Phiona grew up in a place called Katwe.</td><td>✓</td><td></td></tr> <tr> <td>Phiona discovered chess before her brother.</td><td></td><td>✓</td></tr> <tr> <td>Phiona walked six kilometres a day to learn about chess.</td><td>✓</td><td></td></tr> </tbody> </table>		True	False	Phiona left school once she had learnt to read.		✓	Phiona grew up in a place called Katwe.	✓		Phiona discovered chess before her brother.		✓	Phiona walked six kilometres a day to learn about chess.	✓		Up to 2m
	True	False															
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Phiona grew up in a place called Katwe.	✓																
Phiona discovered chess before her brother.		✓															
Phiona walked six kilometres a day to learn about chess.	✓																
5	Look at page 5. According to the text, what is it important to have when learning something new? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - someone who can impart knowledge / understanding, e.g. <i>someone to help you learn</i> <i>someone to help you understand</i> <i>someone to show you what to do</i> <i>someone to teach you</i> <i>someone needs to be there to teach you the skill.</i> - a coach / teacher Do not accept reference only to someone to help you do it, e.g. <i>someone to help you</i> <i>you often need someone to help you do it.</i>	1m															

Section 1: A Life-changing Game

Qu.	Requirement	Mark
6	Look at the section: <i>Coaching a champion.</i> Find and copy one word which tells us that Robert was enthusiastic about football. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: ■ <i>passion.</i>	1m
7	Look at the section: <i>Coaching a champion.</i> Why did Robert start teaching chess? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to Robert noticing that some children were not interested in football, e.g. • <i>not every child has a passion for football</i> • <i>the people playing football weren't committed to it</i> • <i>he realised that children weren't happy playing football</i> • <i>because he realised the children had no desire for football</i> • <i>because kids lost interest in football so he started teaching chess.</i> Do not accept reference to Robert noticing that no children were interested in football, e.g. • <i>no children had the desire to play football</i> • <i>because no one liked football so he taught chess.</i>	1m

Section 1: A Life-changing Game

Qu.	Requirement	Mark
8	Look at the section: <i>Coaching a champion.</i> Why did Phiona play carelessly when she started playing chess? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to either of the following: - Phiona wanting to win quickly, e.g. <i>she wanted to win quickly</i> <i>she's eager to win as fast as she can</i> <i>to win quickly / fast.</i> - Phiona being too eager to win, e.g. <i>she's so eager</i> <i>she was too eager to win.</i> Also accept reference to Phiona playing as quickly as possible / being too quick, e.g. <i>she played as quickly as possible</i> <i>she wanted to do it as quick as possible</i> <i>she was playing as fast as she could.</i> Do not accept reference only to Phiona's desire to win, e.g. <i>she's keen to win</i> <i>she's eager to win.</i>	1m
9	Read the paragraph beginning: <i>Robert spotted Phiona's potential...</i> Find and copy one word which tells us Phiona did well in chess. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: ■ <i>success.</i>	1m

Section 1: A Life-changing Game

Qu.	Requirement	Mark
10	Look at the section: <i>A roaring success.</i> Phiona's skills in chess took her abroad. Why? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following: - Phiona playing against experienced players, e.g. <i>so she could go against people who are as talented as her</i> <i>so she could play some of the best</i> <i>to play the most skilled players</i> <i>to play the masters</i> <i>to play chess with professional chess players.</i> - Phiona taking part in competitions, e.g. <i>because she was competing.</i> - Phiona becoming an international chess champion, e.g. <i>she became an international chess champion.</i> Do not accept reference to Phiona being good at chess / a Ugandan chess champion, e.g. <i>she was really good at it</i> <i>because of how good she became</i> <i>she became Uganda's chess champion.</i>	1m

Section 1: A Life-changing Game

Qu.	Requirement	Mark								
11	Look at the section: <i>A roaring success.</i> How long had Phiona been playing chess when she won her first international competition? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to four years.	1m								
12	Look at the section: <i>Watching her next move.</i> Phiona <i>caught the attention</i> of a journalist... This means that... Tick one. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: Phiona recognised the journalist. ☐ a journalist noticed Phiona. ☒ Phiona became a journalist. ☐ a journalist interviewed Phiona. ☐	1m								
13	Look at the whole text. Complete the table below with the year in which each event happened. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for all three correct: <table><tr><td></td><td>Year</td></tr><tr><td>Phiona discovered chess.</td><td>2005</td></tr><tr><td>Phiona left her home country for the first time.</td><td>2009</td></tr><tr><td>A film telling Phiona’s story was released.</td><td>2016</td></tr></table>		Year	Phiona discovered chess.	2005	Phiona left her home country for the first time.	2009	A film telling Phiona’s story was released.	2016	1m
	Year									
Phiona discovered chess.	2005									
Phiona left her home country for the first time.	2009									
A film telling Phiona’s story was released.	2016									

Section 2: In the Cave

Qu.	Requirement	Mark
14	<i>'It's just a rock. They're all rocks, you can...'</i> What made Tom realise that what he was looking at wasn't actually a rock? Write two things. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following, up to a maximum of 2 marks: - its colour, e.g. <i>it was a different colour to other rocks</i> <i>it was red.</i> - its shape, e.g. <i>it had a different shape to other rocks</i> <i>it had a shape of a boat</i> <i>curious regular shape</i> <i>it was a weird shape.</i> - its texture, e.g. <i>it was smooth.</i> - the writing on it, e.g. <i>it had writing on it.</i> Also accept reference to its size, e.g. <i>it was large.</i>	Up to 2m

Section 2: In the Cave

Qu.	Requirement	Mark
15	Read the paragraph beginning: <i>He stopped...</i> This paragraph creates a sense of... Tick one. Content domain: 2g – identify and / or explain how meaning is enhanced through choice of words and phrases Award 1 mark for: certainty. ☐ relief. ☐ mystery. ☒ panic. ☐	1m
16	What stopped Tom from working out what the writing was? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to Geoff calling / interrupting him, e.g. • <i>Geoff called him</i> • <i>Geoff wanted him</i> • <i>he was called.</i> Do not accept reference only to Geoff.	1m
17	Look at page 6. <i>He was beckoning to Tom, and staring intently in front of him.</i> Which word is closest in meaning to <i>beckoning</i>? Tick one. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: signalling ☒ reacting ☐ replying ☐ walking ☐	1m

Section 2: In the Cave

Qu.	Requirement	Mark
18	Look at page 6. <i>He was beckoning to Tom, and staring intently in front of him.</i> What was Geoff staring at? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to the green light, e.g. • <i>he was staring at the green light</i> • <i>a green light in front of the seats</i> • <i>a light that mysteriously appeared.</i> Also accept reference to the surface in front of the seats, e.g. • <i>he was pointing to the surface in front of his seat</i> • <i>the surface.</i> Do not accept reference only to seats, e.g. • <i>the seat.</i>	1m
19	<i>'I just sat down and it came on.'</i> What was Geoff trying to do when he said this? Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: pretend nothing is happening ☐ boast about what he has done ☐ tease Tom about the lights ☐ refuse to take the blame ☒	1m

Section 2: In the Cave

Qu.	Requirement	Mark
20	Read the paragraph beginning: <i>Silently, Tom climbed in...</i> to the paragraph ending: <i>...'I wonder what it is?'</i> How does the text show that the object might be a machine? Write two ways. Content domain: 2c – summarise main ideas from more than one paragraph Award 1 mark for reference to any of the following, up to a maximum of 2 marks: - the lights, e.g. <i>lights flicker on it</i> <i>blue lights arranged like petals</i> <i>it lit up</i> <i>the strange light.</i> - the humming / vibration, e.g. <i>a faint humming</i> <i>it was vibrating.</i> - the pinging noise / comparison to a microwave oven, e.g. <i>there was a ping</i> <i>it finished with a ping like a microwave</i> <i>it reminded him of a microwave.</i> - the handles, e.g. <i>it has two horizontal handles.</i> - the panel, e.g. <i>it has a panel stretching across the floor.</i> - the board, e.g. <i>it has a control board</i> <i>extended to cover the board in front of them.</i> - the object having electrical / mechanical power, e.g. <i>it was powered by electricity.</i>	Up to 2m

Section 2: In the Cave

Qu.	Requirement	Mark
21	Look at page 7. <i>And that was that.</i> What does this sentence suggest? Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: The boys couldn't escape. ☐ The boys were disappointed. ☐ The object had gone silent. ☒ The object could cook food. ☐	1m

Section 2: In the Cave

Qu.	Requirement	Mark
22	<i>'It's...' Tom shrugged. 'Well, it's a machine.'</i> Why did Tom shrug? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to either of the following: - Tom being uncertain about what it is / how to refer to it, e.g. <i>he wasn't sure</i> <i>he doesn't know</i> <i>he couldn't think of what else to call it</i> <i>he has no idea what it actually is</i> <i>he was guessing it was a machine or something</i> <i>because he didn't think that 100%.</i> - flippancy / common sense, e.g. <i>he isn't that surprised and thinks it's obvious</i> <i>they already knew it was a machine</i> <i>he's making it obvious it's a machine</i> <i>he thought the answer was easy</i> <i>it's something that Geoff already knows the answer to.</i> Do not accept reference to Tom not knowing what to say, e.g. <i>he didn't know what to say.</i> Do not accept reference to Tom being unconcerned, e.g. <i>he wasn't bothered</i> <i>he didn't care very much</i> <i>it's not very interesting.</i>	1m

Section 2: In the Cave

Qu.	Requirement	Mark
23	Number the events 1 – 4 to show the order in which they happened in the text. Content domain: 2c – summarise main ideas from more than one paragraph Award 1 mark for the correct sequence: Geoff realised the lights were buttons. 4 Orange lights began to switch on across the panel. 2 Geoff noticed a green light on the surface. 1 The object started making noises. 3	1m
24	Look at page 7. How did Geoff work out that the lights were buttons? Write one way. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - Geoff running his finger over / touching the surface of the lights, e.g. <i>he ran his finger over the light</i> <i>he ran his finger along the surface</i> <i>he felt them</i> <i>by touching it.</i> - Geoff staring intently at them, e.g. <i>he looked closely</i> <i>he stared closely</i> <i>he stared intently at the buttons.</i> Do not accept reference to Geoff pushing them, e.g. <i>he accidentally pressed one</i> <i>he pressed one.</i>	1m

Section 2: In the Cave

Qu.	Requirement	Mark															
25	Look at the whole text. Tick one box in each row to show what the text tells you about the lights. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for all four correct: <table> <tr> <th></th><th>Yes</th><th>No</th></tr> <tr> <td>where they are placed</td><td>✓</td><td></td></tr> <tr> <td>what colour they are</td><td>✓</td><td></td></tr> <tr> <td>how many did not work</td><td></td><td>✓</td></tr> <tr> <td>what they are used for</td><td></td><td>✓</td></tr> </table>		Yes	No	where they are placed	✓		what colour they are	✓		how many did not work		✓	what they are used for		✓	1m
	Yes	No															
where they are placed	✓																
what colour they are	✓																
how many did not work		✓															
what they are used for		✓															

Section 2: In the Cave

Qu.	Requirement	Mark										
26	What impressions do you get of Tom’s and Geoff’s personalities? Write one impression for each boy, using evidence from the text to support each answer. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text 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.	Up to 3m										
Tom is...												
<table><tr><th>Acceptable points (Impression)</th><th>Evidence</th></tr><tr><td>1. anxious / cautious / a worrier</td><td> • he peered nervously into the darkness • ‘What did you do?’ • he climbed silently into the machine • he didn’t want to touch the buttons / lights • ‘What are you doing?’ • he didn’t want Geoff to touch the lights / press the button • ‘You can’t do that!’ • he stared at his friend in horror • ‘You don’t know what’ll happen!’ • ‘At least let’s think about it first’ </td></tr><tr><td>2. sensible / responsible</td><td> • he didn’t want to touch the buttons / lights • he didn’t want Geoff to touch the lights / press the button • ‘You can’t do that!’ • ‘You don’t know what’ll happen!’ • ‘At least let’s think about it first’ </td></tr><tr><td>3. curious / interested</td><td> • he walked towards / went to look at the object • he leaned forwards to brush away the dust • he wanted to work out what the writing said • Tom came round to look • he questioned Geoff when the light came on / ‘What did you do?’ • he got into the machine to sit with Geoff </td></tr><tr><td>4. observant</td><td> • he noticed details about the rock • he spotted the writing on the machine • he became aware of a faint humming / inaudible vibration </td></tr></table>			Acceptable points (Impression)	Evidence	1. anxious / cautious / a worrier	• he peered nervously into the darkness • ‘What did you do?’ • he climbed silently into the machine • he didn’t want to touch the buttons / lights • ‘What are you doing?’ • he didn’t want Geoff to touch the lights / press the button • ‘You can’t do that!’ • he stared at his friend in horror • ‘You don’t know what’ll happen!’ • ‘At least let’s think about it first’	2. sensible / responsible	• he didn’t want to touch the buttons / lights • he didn’t want Geoff to touch the lights / press the button • ‘You can’t do that!’ • ‘You don’t know what’ll happen!’ • ‘At least let’s think about it first’	3. curious / interested	• he walked towards / went to look at the object • he leaned forwards to brush away the dust • he wanted to work out what the writing said • Tom came round to look • he questioned Geoff when the light came on / ‘What did you do?’ • he got into the machine to sit with Geoff	4. observant	• he noticed details about the rock • he spotted the writing on the machine • he became aware of a faint humming / inaudible vibration
Acceptable points (Impression)	Evidence											
1. anxious / cautious / a worrier	• he peered nervously into the darkness • ‘What did you do?’ • he climbed silently into the machine • he didn’t want to touch the buttons / lights • ‘What are you doing?’ • he didn’t want Geoff to touch the lights / press the button • ‘You can’t do that!’ • he stared at his friend in horror • ‘You don’t know what’ll happen!’ • ‘At least let’s think about it first’											
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4. observant	• he noticed details about the rock • he spotted the writing on the machine • he became aware of a faint humming / inaudible vibration											
Continued on the following page.												

Qu.	Requirement	Mark
26 (cont.)	Geoff is...	
	AP - Impression	Evidence
	1. adventurous / brave	• he climbed into the machine first • he ran a finger cautiously over one of the lights / buttons • 'I reckon if you pushed one of these' • he was going to / wanted to press the buttons • there was only one way to really know
	2. reckless / careless	• he climbed into the machine first • he ran a finger over one of the lights / buttons • 'I reckon if you pushed one of these' • he was going to / wanted to press the button • his finger still hovered over the lights • there was only one way to really know
	3. curious / interested	• he walked towards the object • he got into the machine • he wanted to find out what the lights were / did • 'I wonder what it is?' • 'What do you think it is?' • 'What's it for?' • he ran a finger over one of the lights / buttons • 'I wonder if we could find out?' • he stared intently at the surface • 'They're not just lights, are they?' / 'They're buttons, you see?' • 'I reckon if you pushed one of these' • he wanted to press the button / find out what would happen if he pressed the button • his finger hovered over the lights • there was only one way to really know
	4. excitable / enthusiastic / impulsive	• he climbed into the machine first • he says 'Wow' when the machine pings • he ran a finger over one of the lights / buttons • 'I reckon if you pushed one of these' • his finger hovered over the lights • he was going to / wanted to press the button • he didn't want to listen to Tom / he didn't want to think about it
	5. stubborn	• his finger still hovered over the lights • reluctantly he sat back and thought about it • he didn't want to listen to Tom / he didn't want to think about it • he was going to / wanted to press the button even though Tom didn't want him to • there was only one way to really know
	6. observant	• he became aware of a faint humming / inaudible vibration • stared intently at the surface under his hand • 'They're not just lights, are they?' / 'They're buttons, you see?'

Section 2: In the Cave

Qu.	Requirement	Mark
27	Look at page 7. <i>Reluctantly, Geoff sat back and thought about it.</i> What does this suggest about the way Geoff felt? Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: He wanted to think about it. ☐ He was worried about the button. ☐ He didn't agree with Tom. ☒ He had decided to press the button. ☐	1m

Section 3: Longbow Girl

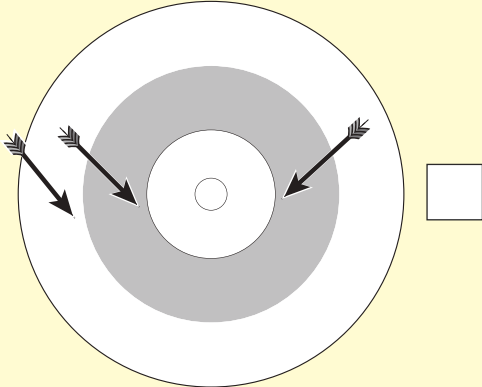
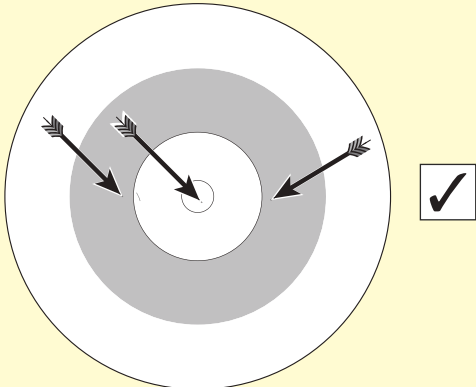
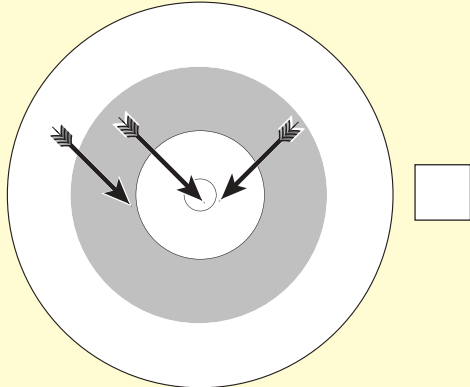
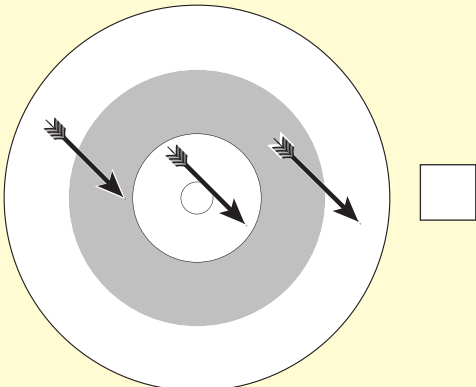
Qu.	Requirement	Mark
28	Read the first paragraph beginning: <i>Merry stepped forward...</i> How did Merry try to prepare herself for her turn? Write one way. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following: - Merry positioning herself, e.g. <i>she positioned herself behind the line.</i> - Merry rolling her shoulders, e.g. <i>rolled her shoulders.</i> - Merry taking a few deep breaths, e.g. <i>deep breaths</i> <i>she took deep breaths.</i> Also accept reference to Merry calming herself / ignoring the noise, e.g. <i>she calms down</i> <i>she ignores the noise of the crowd</i> <i>she blocks out the noise.</i>	1m

Qu.	Requirement	Mark
29	Read the paragraph beginning: <i>Merry took her stance...</i> <i>The crowd had fallen silent.</i> Why was the crowd silent? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to any of the following: - anticipation felt by the crowd towards Merry's shot, e.g. <i>was she going to hit the target?</i> <i>they wanted to see how well she did</i> <i>they were watching her to see if she got it.</i> - the crowd concentrating on Merry, e.g. <i>because they were watching carefully</i> <i>they were focused.</i> - the crowd watching Merry's arrow, e.g. <i>they were watching the arrow</i> <i>to see the arrow go</i> <i>everyone was watching where the arrow hit.</i> Also accept reference to allowing Merry to concentrate / focus, e.g. <i>to let her concentrate on her target</i> <i>because they didn't want to put her off</i> <i>so they didn't distract her</i> <i>because she needed to focus.</i> Also accept reference to the crowd's disbelief at Merry being a child / girl in a predominantly adult / male event, e.g. <i>because she was actually doing archery even though women in those times couldn't</i> <i>because they didn't believe in her to get a bullseye because she's a kid.</i> Do not accept reference to generic feelings without elaboration, e.g. <i>because they were so intrigued</i> <i>they were tense</i> <i>because they were scared.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
30	<i>It seemed to take long seconds to fly home to its target.</i> Why did Merry feel as though her arrow took a while to reach the target? Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: She really wanted to know the result. ☒ She was not strong enough. ☐ The crowd was starting to feel worried. ☐ The bow was too old to shoot well. ☐	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
31	Read the paragraph beginning: <i>Merry took her stance...</i> to the paragraph ending: <i>...She was sure of it.</i> Which target shows where Merry's arrows landed in the first round of the competition? Tick one. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for: Left Right  Left Right  Left Right  Left Right 	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
32	<i>She turned, walked back from the line as the crowd, which had been stunned into silence, started to clap.</i> Why was the crowd <i>stunned</i>? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to Merry's skill / unexpected performance, e.g. • <i>because she did good</i> • <i>it fell in the inner white</i> • <i>she's young but got an incredible score</i> • <i>they're impressed by her attempt</i> • <i>they didn't expect her to make it</i> • <i>shocked by her talent.</i> Do not accept reference to Merry making it through to round two / winning the competition, e.g. • <i>she made it through to round 2</i> • <i>she'd won.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
33	Read the paragraph beginning: <i>She turned...</i> Merry did not smile straight away. Why not? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to any of the following: - Merry waiting to hear / not being sure whether she'd qualified for the next round, e.g. <i>she wasn't sure if it was actually on the white</i> <i>she was not sure if she had won the round yet</i> <i>because she wanted to know if she would be in the next round or not</i> <i>because she was waiting for the result</i> <i>she wanted to see if she was through first.</i> - Merry knowing that she hadn't won the competition yet, e.g. <i>she didn't want to get excited since she hadn't won yet</i> <i>because she hadn't won yet – she had to do well in the next round</i> <i>there was still the chance she might lose</i> <i>there was still another round to go.</i> - Merry staying calm / focused, e.g. <i>she wanted to stay focused</i> <i>so she didn't lose her concentration</i> <i>she's trying to be cool</i> <i>because she was focused.</i> - Merry wanting to show the marshal / crowd that she was taking the competition seriously, e.g. <i>she was trying to be humble and smiling could have angered the marshal.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
34	Look at page 9. Write two pieces of evidence that show the marshal was shocked by Merry's first round. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to any of the following, up to a maximum of 2 marks: - the marshal's mouth hanging open, e.g. <i>his mouth was open</i> <i>mouth gaped</i> <i>his jaw dropped.</i> - the marshal's voice coming out high-pitched, e.g. <i>his voice was squeaky</i> <i>their voice cracked.</i> - the marshal looking at Merry with surprise, e.g. <i>he looked at her with sheer surprise.</i> - the marshal stumbling over his words, e.g. <i>he had to start his sentence again</i> <i>he stuttered</i> <i>they struggled to speak</i> <i>he can't get his words out.</i> Also accept reference to the marshal staring at Merry, e.g. <i>the marshal stared at her</i> <i>she was aware of the marshal staring at her.</i> Also accept reference to the quotation, '<i>...it would appear that Merry Owen will go through to round two</i>', e.g. <i>it will appear that she goes to the next round.</i> Do not accept reference only to the quotation, 'Well!'	Up to 2m

Section 3: Longbow Girl

Qu.	Requirement	Mark
35a	Read the paragraph beginning: '<i>In round two,</i>'... In what way was round two different from the first round? Write one way. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - the competitors moving ten yards back, e.g. <i>the archers have to move further away</i> <i>they will move ten yards back</i> <i>the target was further away.</i> - the competitors taking turns, e.g. <i>they will take it in turns this time.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
35b	Why were the rules changed after the first round? Write one reason. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following: - the audience being able to better appreciate the archers' skills, e.g. <i>so they might see the best of their skills</i> <i>so they can have all their skills seen</i> <i>so their skills could show more.</i> - making it more challenging for the archers, e.g. <i>it makes it harder for the competitors</i> <i>to see who can keep up</i> <i>it wasn't hard enough</i> <i>it was too easy before.</i> - increasing the crowd's enjoyment / interest, e.g. <i>to make it more interesting to watch</i> <i>so the crowd didn't get bored of the same thing</i> <i>so people will enjoy the spectacle more</i> <i>to build up anticipation</i> <i>to raise the tension.</i> Do not accept reference to an acceptable point without the increased benefit for the audience / increased challenge for the archers, e.g. <i>to show their skills</i> <i>to make it hard</i> <i>to make it interesting to watch.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
36	Read the paragraph beginning: <i>She waited till...</i> What made Merry worry that her bow might be close to breaking? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any of the following: - the tension in the bow, e.g. <i>she could feel the tension in the wood</i> <i>because of the tension.</i> - Merry drawing back her bow to its fullest extension, e.g. <i>she pulled it back as far as it could go</i> <i>she reached the bow's full extension.</i> - Merry fearing the bow had been overstretched, e.g. <i>she thought she pulled it too far</i> <i>pulled it too far back.</i> Also accept reference to the quotation, <i>She needed all its power now to make the extra distance and to maintain accuracy</i>, e.g. <i>it needed full power to hit the new target</i> <i>she needs all its power</i> <i>she used all the bow's strength</i> <i>it needed to work really hard because the arrow had to go further.</i> Do not accept reference to Merry's power in pulling the bow back, e.g. <i>she pulled it back hard</i> <i>she pulled back with all her power.</i>	1m

Section 3: Longbow Girl

Qu.	Requirement	Mark
37	Look at page 10. <i>Only then did she smile.</i> Why was Merry happy at this point in the text? Write two reasons. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to any of the following, up to a maximum of 2 marks: - Merry having won the competition, e.g. <i>because she'd clearly won</i> <i>she knew she was going to be the winner</i> <i>she knew she did better than anyone else.</i> - Merry's accuracy, e.g. <i>she shot in the very middle</i> <i>she shot the arrow in the dead centre</i> <i>because she had hit the best place you can hit.</i> - Merry winning over the crowd, e.g. <i>the crowd roared</i> <i>the crowd were cheering</i> <i>she won the respect of the crowd.</i> - Merry defying the expectations of others, e.g. <i>she had proved herself</i> <i>she proved she was better than all the other competitors</i> <i>she proved the marshal wrong</i> <i>she shocked the people watching because of her skill.</i> Do not accept reference to Merry winning the gold, e.g. <i>she had just won 10 gold coins</i> <i>she thought of a whole purse full of gold.</i>	Up to 2m

Section 3: Longbow Girl

Qu.	Requirement	Mark						
38	Merry won the competition because she was an experienced archer. How can you tell that she was experienced? Write two ways, using evidence from the text to support each answer. An example has been done for you. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text 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.	Up to 3m						
	<table><tr><th>Acceptable points (reason)</th><th>Evidence</th></tr><tr><td>She had the strength to do it.</td><td>She was able to pull the bow back to its fullest extension.</td></tr><tr><td>1. her skill / accuracy / consistency</td><td> • she entered a competition with adults • it lodged in the black ring again • Inner white! She was sure of it. • she went through to round two • drew back her bow to its fullest extension • maintain accuracy • the arrow flew to the target • released it smoothly • ...watched it home in. Inner white! • dead centre of the inner white • hit the target with every shot • one first circle and two golds </td></tr></table>	Acceptable points (reason)	Evidence	She had the strength to do it.	She was able to pull the bow back to its fullest extension.	1. her skill / accuracy / consistency	• she entered a competition with adults • it lodged in the black ring again • Inner white! She was sure of it. • she went through to round two • drew back her bow to its fullest extension • maintain accuracy • the arrow flew to the target • released it smoothly • ...watched it home in. Inner white! • dead centre of the inner white • hit the target with every shot • one first circle and two golds	
Acceptable points (reason)	Evidence							
She had the strength to do it.	She was able to pull the bow back to its fullest extension.							
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	Continued on the following page.							

Section 3: Longbow Girl

Qu.	Requirement		Mark
38 (cont.)	Acceptable points (reason)	Evidence	
	She had the strength to do it.	She was able to pull the bow back to its fullest extension.	
	2. her composure / focus	• able to shut out the noise of the crowd / nothing intruded • rolled her shoulders / took a few deep breaths • she felt a cool focus flood her veins • listened to the commands of the marshal • only sound she could hear was the whisper of her bowstring and the hiss of her arrow • She didn't smile. Not yet. • she just stood and waited... looked at the mountains • tried to keep at bay the noise and the attention • waited till it fell quiet • prayed silently • no thinking, no worrying, just instinct and skill • pushed down flush of euphoria • closed her eye, breathed, waited • only then did she smile	
	3. her confidence / high expectation of herself	• she entered a competition against adults / men • she was sure of it • She didn't smile. Not yet. • she drew back the bow to its fullest extension • she had to do better • just instinct and skill	
	Continued on the following page.		

Section 3: Longbow Girl

Qu.	Requirement		Mark
38 (cont.)	Acceptable points (reason)	Evidence	
	She had the strength to do it.	She was able to pull the bow back to its fullest extension.	
	4. her knowledge of strategies / techniques / rules	- positioned herself behind the line / rolled her shoulders / took a few deep breaths - understood the command 'Ready your bow!' - she nocked her arrow / bent from her waist / marked the target, drew back her bow and loosed - understood the circles / rings on the target board - selected her arrows / walked forwards to retrieve her arrows - knew what was needed to win after the other competitors had taken their turns - she waited till it fell quiet - drew back her bow to its fullest extension - she needed all its power now to make the extra distance and to maintain accuracy - knew she had to do better to win - she pulled in a breath, released it smoothly as she loosed the arrow - when she hit the inner white in the second round, she knew she had won	
	5. her knowledge of her bow / arrows	- she selected her arrows - she readied her bow - she nocked her arrow / drew back her bow / loosed - drew back her bow to its fullest extension - she needed all its power now to make the extra distance and maintain accuracy - felt and sensed the almost unbearable tension in the wood - Please don't break, she prayed silently. Please give me just a few shots more.	
	6. her knowledge of past learning	she heard the ancient commands, in her head, in her body and somewhere deep inside that must have been her soul	

Section 3: Longbow Girl

Qu.	Requirement	Mark
39	How can you tell that the marshal had changed his opinion of Merry by the end of the story? Content domain: 2h – make comparisons within the text Award 1 mark for reference to the marshal smiling back at Merry, e.g. • <i>he smiled.</i> Also accept reference to the marshal accepting Merry's skill, e.g. • <i>she'd impressed him</i> • <i>at the start he didn't believe in her but now he does</i> • <i>at first he was surprised but now he's impressed</i> • <i>he was shocked by her talents.</i> Also accept reference to the marshal being happy for Merry, e.g. • <i>he is happy for her</i> • <i>he is excited for her</i> • <i>he sounded glad for her.</i> Do not accept reference to the quotation, 'We have an outright winner'.	1m
40	'We have an outright winner,' he declared. Which of the following is closest in meaning to <i>outright</i>? Tick one. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: lucky ☐ predictable ☐ disappointing ☐ clear ☒	1m

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