



Key stage 2 English reading

Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.

Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

Key features of the English reading tests

The questions in the English reading tests will be linked to a specific area of the national curriculum. These areas are listed in the test frameworks.

Tests could include age-appropriate fiction, non-fiction and poetry from a variety of origins and traditions, covering, over time, a wide range of text types, forms and purposes. The final texts in the test booklets will be more demanding than current texts for both key stage 1 and key stage 2.

Questions written for the reading test will clearly depend on the texts that are selected. There is a focus on comprehension in the new national curriculum and there will therefore be a higher percentage of comprehension questions in the new assessments.

The key stage 2 test will contain three / four texts. The texts will become more difficult as you go through the paper; they won't be linked by a theme. The reading booklet will be separate from the answer booklet. The text and questions are presented together here, but they will be separate in the live test.

Vocabulary in context will be explicitly assessed. Pupils will need to identify or provide their own synonyms for specific words within the texts.

Pupils will need to demonstrate an understanding of texts by predicting what might happen next. Prediction questions will mainly be limited to fiction, or where information, plot or character development allows. Answers will need to be text based. Pupils will need to refer to key elements of plot, character or information. This document does not include sample prediction questions as the sample text does not lend itself to this question type.

There will be questions where pupils need to demonstrate an understanding of the differences between fact and opinion. These will mainly be associated with non-fiction texts.

Comparison is now an explicit area of the national curriculum. Pupils will need to compare information, characters or events within a text.

Summary is also a new expectation of the national curriculum. Summary questions will usually be closed questions. Pupils will need to order events from fiction or non-fiction texts, or select the most appropriate summary from a given list. Pupils' answers to open response summary questions will need to be securely rooted in the text.

Timings for the test

The English reading paper will take an hour to administer. There will be no separate reading time.

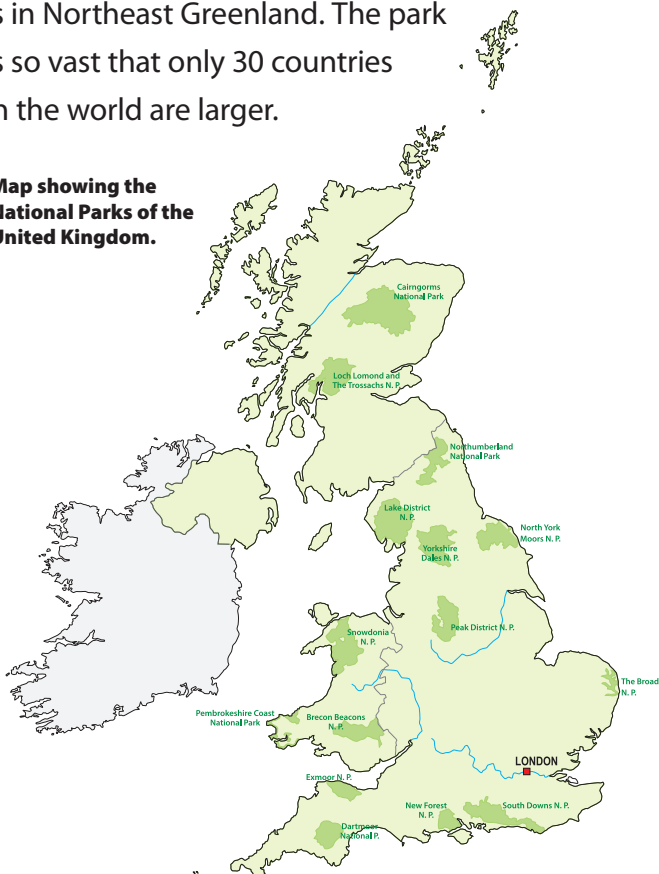
exploring National Parks

Many countries all over the world have National Parks. There are about 7000 National Parks throughout the world. Most of them protect natural settings as well as the plants and animals that live there, but a few are in towns and cities.

The United States of America created the very first one, Yellowstone National Park, in 1872. It is so big that it covers part of three states: Wyoming, Montana and Idaho. People go there to see the geysers (natural hot springs) and amazing rock formations. The most famous geyser, 'Old Faithful', erupts about 20 times a day.

The largest National Park in the world is in Northeast Greenland. The park is so vast that only 30 countries in the world are larger.

Map showing the National Parks of the United Kingdom.



Are there National Parks in England?

There are nine National Parks in England. The first three were the Peak District, the Lake District and Dartmoor, which were all named as National Parks in 1951. Others followed soon afterwards: the North York Moors in 1952, the Yorkshire Dales and Exmoor in 1954 and in 1956 Northumberland. No new ones were added for nearly 50 years. The final two, the New Forest and the South Downs, were designated as National Parks in 2005 and 2010 respectively. The Norfolk Broads was given similar status to the parks in 1989, so it is generally included in information about them.

Are National Parks in England the same as those in other countries?

Many National Parks around the world cover huge areas of land where nobody lives, but in England most of the countryside within them is used for farming and other activities. As a result, National Parks in England include places where people live and work, as well as wild and beautiful areas where there is little sign of human life.

The National Parks in England are often called 'England's Breathing Spaces' because they are places where people can go to be in the open air, away from the dirt and noise of cities and towns. They provide spectacular scenes of mountains, meadows, moorlands, woods and wetlands.



Why go to the National Parks?

There are plenty of activities to do in all of the National Parks in England. Visitors can walk or cycle, following marked routes, and many of the parks put on activities for families.

In the Norfolk Broads there are boat trips on the environmentally friendly boat, *The Electric Eel*, and in Dartmoor and the Yorkshire Dales families can go 'geocaching', which is a sort of electronic treasure hunt using maps and satellite navigation devices. In the Lake District, there are 'treetop treks', where children from the age of 5 (and adults!) can clamber across rope bridges, cross wobbly logs and zoom down zip wires.

People who are interested in history can walk along sections of Hadrian's Wall in Northumberland National Park. In some places, people do not even have to go walking: the North Yorkshire Moors Railway has a steam train that takes tourists through all the moorland scenery towards the seaside at Whitby.

Are there any problems in the National Parks?

There are about 110 million visitors to the parks every year, bringing many benefits to the areas but creating problems too. National Park authorities have to encourage this tourism so that they can afford to conserve the parks and improve them. However, while conservation is made possible and some businesses flourish from the extra customers, many popular towns, villages and beauty spots can be swamped by

visitors. This results in overcrowded car parks and roads choked with traffic. Life can be difficult for people who live there, as gift shops and cafes take over from everyday shops; in popular areas, house prices can become too expensive for local people making it hard for them to stay in the area.

In the rural parts of the parks, too many people walking, cycling or horse riding on the same tracks can result in erosion. Paths can be strengthened, but then they look less natural. Sometimes walkers try to avoid the main paths to lessen the damage, but that can create more of a problem if they trample down grass which provides winter food for animals, or if they climb over fences and dry stone walls and break them down. This also disturbs wildlife and farm animals, especially when sheep are about to have lambs or birds are nesting.

Another major problem, which is not confined to the National Parks, is litter. In the parks it is a particular danger to animals. Broken glass can also cause fires by focusing the rays of the sun. When these start in wild places, they are much harder to control and can damage large areas very quickly, posing a threat to wildlife, people and small villages.

How can people help?

All National Parks in England promote the Countryside Code, which tells people how to take care of their environment. In America they run a similar scheme: Leave No Trace. If these rules are followed, the National Parks will be preserved and continue to give pleasure to many people for a very long time.

1

Which was the first National Park to be established in the world?

1 mark

2

Draw a line to match each place to the date it became an English National Park.

Place

Date

New Forest

2010

Lake District

1989

South Downs

1951

Norfolk Broads

2005

Yorkshire Dales

1954

1 mark

Sample text and questions for key stage 2 booklet 1

National Parks (non-fiction prose)

This is an example of a non-fiction text at key stage 2. In a final test booklet it would appear as the middle text.

For open response questions, where there is one acceptable point, it is given next to a square bullet point. Where there is more than one acceptable point, these are listed and numbered (eg: AP1, AP2 etc). Round bullet points followed by italicised responses demonstrate example responses that pupils may give.

Qu	Question and mark scheme	Allocation
1	<p>Which was the first National Park to be established in the world?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ Yellowstone (National Park) 	<p>1 mark – 2C8</p> <p>Short response</p>

Commentary: This question requires simple retrieval.

Content domain: 2C8 - Retrieve and record information from non-fiction.

Pupils have to retrieve relevant information from the text.

Qu	Question and mark scheme	Allocation												
2	<p>Draw a line to match each place to the date it became an English National Park.</p> <p>Award 1 mark for all lines drawn correctly.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Place</th> <th style="text-align: left; width: 50%;">Date</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">New forest</td> <td style="border: 1px solid black; padding: 5px;">2010</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Lake District</td> <td style="border: 1px solid black; padding: 5px;">1989</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">South Downs</td> <td style="border: 1px solid black; padding: 5px;">1951</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Norfolk Broads</td> <td style="border: 1px solid black; padding: 5px;">2005</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Yorkshire Dales</td> <td style="border: 1px solid black; padding: 5px;">1954</td> </tr> </tbody> </table>	Place	Date	New forest	2010	Lake District	1989	South Downs	1951	Norfolk Broads	2005	Yorkshire Dales	1954	<p>1 mark – 2C8</p> <p>Selected response</p>
Place	Date													
New forest	2010													
Lake District	1989													
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Norfolk Broads	2005													
Yorkshire Dales	1954													

Commentary: This question requires simple retrieval.

Content domain: 2C8 - Retrieve and record information from non-fiction.

Pupils have to retrieve relevant information from the text.

3

Look at the paragraph beginning: *Many National Parks around the world...*

Give one thing that is different about the National Parks in England compared with those in the rest of the world.



1 mark

Qu	Question and mark scheme	Allocation
3	<p>Look at the paragraph beginning: <i>Many National Parks around the world...</i></p> <p>Give one thing that is different about the National Parks in England compared with those in the rest of the world.</p> <p>Award 1 mark for reference to either of the points below. Comparisons can be implied:</p> <p>AP1: People live and work in the national parks in England / no one lives in most of the National Parks</p> <p>AP2: Land is farmed in English National Parks / land is not farmed in most National Parks</p>	<p>1 mark – 2C9</p> <p>Short response</p>

Commentary: This question requires comparison of information within the text. Although comparison questions have appeared in previous tests, this is now an explicit area of the curriculum for assessment.

Content domain: 2C9 - Make comparisons within the text.

Pupils have to compare the information given about National Parks in England to information about Parks in the rest of the world.

4

Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(a) What does the word *spectacular* mean in this sentence?

Tick **one**.

aerial

enormous

impressive

exciting

1 mark

(b) This sentence contains:

Tick **one**.

a simile

alliteration

onomatopoeia

a metaphor

1 mark

Qu	Question and mark scheme	Allocation
4 (a)	<p><i>They provide spectacular scenes of mountains, meadows, moorlands, woods and wetlands.</i></p> <p>What does the word spectacular mean in this sentence?</p> <p>Award 1 mark for:</p> <p>aerial</p> <p>enormous</p> <p>impressive ✓</p> <p>exciting</p>	<p>1 mark – 2C1</p> <p>Selected response</p>

Commentary: Pupils need to select the appropriate synonym for ‘spectacular’. Questions assessing vocabulary in context are new.

Content domain: 2C1 - Give the meaning of words in context.

Pupils have to select the most appropriate synonym for ‘spectacular’ in the context of this text.

Qu	Question and mark scheme	Allocation
4 (b)	<p>This sentence contains:</p> <p>Award 1 mark for:</p> <p>a simile</p> <p>alliteration ✓</p> <p>onomatopoeia</p> <p>a metaphor</p>	<p>1 mark – 2Lfe1</p> <p>Selected response</p>

Commentary: This is a new question type, requiring pupils to identify language features.

Content domain: 2Lfe1 - Identify and / or comment on writers’ use of words, phrases and language features including figurative language.

Pupils have to select the figurative language employed from the list provided.

5

Tourism in National Parks has both positive and negative outcomes.

Explain fully what these outcomes are, referring to the text in your answer.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3 marks

6

Put a tick in the correct box to show whether each of the following statements are **fact** or **opinion**.

	Fact	Opinion
Yellowstone park contains geysers and rock formations.		
The most recent place to be made a National Park in England was the South Downs.		
It is fun clambering over rope bridges in the Lake District.		
England's National Parks are beautiful.		

1 mark

Qu	Question and mark scheme	Allocation
5	<p>Tourism in National Parks has both positive and negative outcomes.</p> <p>Explain fully what these outcomes are, referring to the text in your answer.</p> <p>Award 3 marks for a fully developed, text-based explanation for both positive and negative outcomes.</p> <p>Award 2 marks for a fully developed, text-based explanation of either a positive or a negative outcome.</p> <p>Award 1 mark for two undeveloped points.</p> <p>Positive outcomes:</p> <ul style="list-style-type: none"> ■ AP1: money, eg: <ul style="list-style-type: none"> ● <i>tourism brings in money which means parks can be conserved</i> ● <i>local businesses get more customers</i> ● <i>Improvements can be made to the parks</i> ■ AP2: access to the countryside, eg: <ul style="list-style-type: none"> ● <i>more people get to see the countryside</i> ■ AP3: potential health benefits, eg: <ul style="list-style-type: none"> ● <i>people can do lots of activities which will make them healthy</i> <p>Negative outcomes:</p> <ul style="list-style-type: none"> ■ AP4: congestion, eg: <ul style="list-style-type: none"> ● <i>carparks and roads get really busy</i> ■ AP5: local people suffer, eg: <ul style="list-style-type: none"> ● <i>tourist gift shops replace everyday shops</i> ● <i>houses become too expensive for local people</i> ■ AP6: damage to the environment, eg: <ul style="list-style-type: none"> ● <i>conservation areas get damaged by too many people walking there</i> ● <i>paths get ruined</i> ■ AP7: wildlife is disturbed, eg: <ul style="list-style-type: none"> ● <i>people trample through areas where animals live</i> ● <i>litter disturbs animals</i> ● <i>if the grass gets stamped down there is no food for animals</i> ■ AP8: litter, eg: <ul style="list-style-type: none"> ● <i>litter that is left can cause fires.</i> 	<p>3 marks – 2MI2</p> <p>Extended response</p>

Commentary: This question requires a full explanation of the positive and negative effects of tourism on National Parks. It is not a new question type, however full explanations are necessary for the award of 3 marks. Where questions require an explanation, simple lists will not gain full marks.

Content domain: 2M12 - Explain inferences and justify them with evidence from the text (this question could also be allocated as 2C9 - Make comparisons within the text.)

Pupils have to explain fully both the positive and negative effects of tourism.

Qu	Question and mark scheme	Allocation															
6	<p>Put a tick in the correct box to show whether each of the following statements are fact or opinion.</p> <p>Award 1 mark for all four correctly ticked:</p> <table border="1"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>Yellowstone Park contains geysers and rock formations.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>The most recent place to be made a National Park in England was the South Downs.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>It is fun climbing rope bridges in the Lake District.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>England's National Parks are beautiful.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		Fact	Opinion	Yellowstone Park contains geysers and rock formations.	✓		The most recent place to be made a National Park in England was the South Downs.	✓		It is fun climbing rope bridges in the Lake District.		✓	England's National Parks are beautiful.		✓	<p>1 mark – 2C10 Selected response</p>
	Fact	Opinion															
Yellowstone Park contains geysers and rock formations.	✓																
The most recent place to be made a National Park in England was the South Downs.	✓																
It is fun climbing rope bridges in the Lake District.		✓															
England's National Parks are beautiful.		✓															

Commentary: This is a new question type requiring pupils to recognise the difference between a fact and an opinion.

Content domain: 2C10 - Distinguish between fact and opinion.

Pupils have to distinguish which statements provided are facts and which are opinions.

7

National Park authorities have to encourage this tourism so that they can afford to **conserve** the parks...

What does the word *conserve* mean in this sentence?

1 mark

8

Look at the subheading: ***Why go to the National Parks?***

Which of the following would be the most suitable replacement for this sub heading?

Tick **one**.

Where are the National Parks?

What are the historical sites in the National Parks?

What can you do in the National Parks?

Where can you cycle in the National Parks?

1 mark

Qu	Question and mark scheme	Allocation
7	<p><i>National Park authorities have to encourage this tourism so that they can afford to conserve the parks...</i></p> <p>What does the word <i>conserve</i> mean in this sentence?</p> <p>Award 1 mark for an appropriate explanation of the word <i>conserve</i> in this context, eg:</p> <ul style="list-style-type: none"> • <i>to protect them</i> • <i>to look after the National Parks.</i> 	<p>1 mark – 2C1</p> <p>Short response</p>

Commentary: Pupils need to provide an synonym / explanation for 'conserve'. Explicit vocabulary in context questions are new.

Content domain: 2C1 - Give the meaning of words in context.

Pupils have to give the meaning of the word in context.

Qu	Question and mark scheme	Allocation
8	<p>Look at the subheading: <i>Why go to the National Parks?</i></p> <p>Which of the following would be the most suitable replacement for this sub heading?</p> <p>Award 1 mark for:</p> <p>Where are the National Parks?</p> <p>What are the historical sites in the National Parks?</p> <p>What can you do in the National Parks? ✓</p> <p>Where can you cycle in the National Parks?</p>	<p>1 mark – 2C4</p> <p>Selected response</p>

Commentary: Pupils need to synthesise the information presented in the three paragraphs to select a suitable summary for the information.

Content domain: 2C4 - Summarise main ideas from more than one paragraph.

This question requires pupils to demonstrate understanding through the selection of the most appropriate title that summarises the content of three paragraphs.

9

When explaining the impact that tourists have on the parks, the writer has deliberately chosen language that will have an effect on the reader.

Some of the words in the table below are in bold. Explain the effect of these in each sentence.

language used	explanation of the effect of the language
<p>...trample down grass...</p>	<hr/> <hr/> <hr/> <hr/>
<p>...roads choked with traffic.</p>	<hr/> <hr/> <hr/> <hr/>
<p>...some businesses flourish...</p>	<hr/> <hr/> <hr/> <hr/>

3 marks

Qu	Question and mark scheme	Allocation								
9	<p>When explaining the impact tourists have on the parks, the writer has deliberately chosen language that will have an effect on the reader.</p> <p>Some of the words in the table below are in bold. Explain the effect of these in each sentence.</p> <table border="1"> <thead> <tr> <th>language used</th> <th>explanation of the effect of the language</th> </tr> </thead> <tbody> <tr> <td>...trample down grass...</td> <td> eg: <ul style="list-style-type: none"> it makes people sound like they are a herd of animals it sounds bad and makes the tourists sound really negative and rough </td> </tr> <tr> <td>...roads choked with traffic.</td> <td> eg: <ul style="list-style-type: none"> choked is like someone who is ill and coughing it is better than saying 'full of traffic' as it sounds more dangerous </td> </tr> <tr> <td>...some businesses flourish...</td> <td> eg: <ul style="list-style-type: none"> flourish sounds like a flower opening so it shows how good tourism can be it makes the impact of tourism more positive because it's an image of something growing. </td> </tr> </tbody> </table> <p>Award 3 marks for three full explanations.</p> <p>Award 2 marks for two full explanations.</p> <p>Award 1 mark for one full explanation.</p> <p>Do not accept vague answers that aren't text specific, eg:</p> <ul style="list-style-type: none"> it is a strong word it has a good effect 	language used	explanation of the effect of the language	... trample down grass...	eg: <ul style="list-style-type: none"> it makes people sound like they are a herd of animals it sounds bad and makes the tourists sound really negative and rough 	...roads choked with traffic.	eg: <ul style="list-style-type: none"> choked is like someone who is ill and coughing it is better than saying 'full of traffic' as it sounds more dangerous 	...some businesses flourish ...	eg: <ul style="list-style-type: none"> flourish sounds like a flower opening so it shows how good tourism can be it makes the impact of tourism more positive because it's an image of something growing. 	<p>3 marks – 2LFE2</p> <p>Extended response</p>
language used	explanation of the effect of the language									
... trample down grass...	eg: <ul style="list-style-type: none"> it makes people sound like they are a herd of animals it sounds bad and makes the tourists sound really negative and rough 									
...roads choked with traffic.	eg: <ul style="list-style-type: none"> choked is like someone who is ill and coughing it is better than saying 'full of traffic' as it sounds more dangerous 									
...some businesses flourish ...	eg: <ul style="list-style-type: none"> flourish sounds like a flower opening so it shows how good tourism can be it makes the impact of tourism more positive because it's an image of something growing. 									

Commentary: This question requires three full explanations for how the language used in the text impacts the reader. Similar questions have been asked in the past. The table format is used to help the pupils to structure their explanations.

Content domain: 2LFE2 - Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level.

Pupils have to explain fully how the choice of language has an impact on the reader.

10

This text was written to **inform** people about National Parks.

Give **two** features of the text that support this purpose.

1. _____

2. _____



1 mark

Qu	Question and mark scheme	Allocation
10	<p>This text was written to inform people about National Parks.</p> <p>Give two features of the text that support this purpose.</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> AP1: photographs AP2: headings / sub-headings AP3: facts / information about National Parks AP4: captions AP5: the introduction is in bold AP6: present tense 	<p>1 mark – 2TC1</p> <p>Short response</p>

Commentary: Pupils are required to identify the conventions of an information text.

Content domain: 2TC1 - Identify the themes and conventions of a range of texts.

Pupils need to look back at the whole article and select features that are used in information texts.

11

How does the final paragraph link back to the beginning?

1 mark

Qu	Question and mark scheme	Allocation
11	<p>How does the final paragraph link back to the beginning?</p> <p>Award 1 mark for answers that recognise the reference to America linking back to the first paragraph, eg:</p> <ul style="list-style-type: none"> <i>it talks about what happens in America and the first paragraph is about America.</i> 	<p>1 mark – 2C7</p> <p>Extended response</p>

Commentary: Pupils need to show an understanding of the structure of the text through an explanation of how the end section refers to America – which was how the article started.

Content domain: 2C7 - Explain how the language, structural and presentational features of a text contributes to meaning.

This question requires an understanding of the structure of the text.

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