READING
Markscheme ED2

National Reading Tests

Llywodraeth Cymru
Welsh Government

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General marking rules

- Ensure that all mark boxes are completed.
- Only answers given as correct in the markscheme should be accepted.
- If a learner has given more than one response, the answer should be marked as incorrect.
- If a learner has changed an answer, a mark should be given for the intended answer if it is clear and correct.
- The majority of questions are worth 1 mark, but the range of marks for each question is given in the markscheme. The number of marks available also appears below the mark box in the learners' booklets. Please ensure that the mark awarded does not exceed the maximum number of marks available.
- Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.
- Spelling or transcription errors should not be penalised.
- Having marked all questions on each double page spread, record the total number of marks awarded in the 'total' box in the bottom right-hand corner. Check that the mark recorded does not exceed the maximum number of marks available.
- Markers should record their initials on the cover of the test booklet to assist quality assurance.

Specific guidance on 'find and copy' and 'underline' questions

- For questions which require learners to 'find and copy' or 'underline' a response, the minimum acceptable answer is given in the markscheme. On some occasions additional words may appear in brackets. Words that appear in brackets are allowable, but not essential. For example:

  Award **1 mark** for:

  - (He went to) school.

  The minimum acceptable answer is 'school' but the response could also include any or all of the words in brackets and still be marked as correct. The inclusion of any additional words would result in the award of 0 marks. Learners who include additional words in their answer have been insufficiently precise.

2 mark 'find and copy' or 'underline' questions

- If a question asks learners to find two words/phrases and the learner only supplies one correct response, award 1 mark (see individual questions for further guidance).
- Sometimes learners may write more than is asked for in the question, in addition to writing the correct responses.
  - If a learner gives one more response than is asked for, award 1 mark.
  - If a learner gives two or more responses, in addition to what is asked for, award 0 marks.

  For example:

  Award **1 mark** for each of the following, up to a maximum of **2 marks**:

  - cat
  - dog.

  If a learner writes *cat, dog, fish* they would get 1 mark.

  If a learner writes *cat, hamster, dog, budgie* they would get 0 marks.

These are the marking conventions that were applied when marking the tests at finalisation. For this reason, it is **vital** that they are applied to your own marking in order for the standardised scores to be valid.

After marking

Add up the total number of marks awarded. This is the total score and should be recorded on the cover of the test booklet and input onto the relevant mark sheet on the school's Management Information System (MIS), together with the details and date of the test taken.

This data should then be submitted as part of the National Data Collection (NDC). Further details are available from the *National Reading and Numeracy Tests – 2014 test administration handbook* on the Learning Wales website and in *National Data Collection and reporting arrangements 2013/14: Technical completion notes for schools and local authorities* available on the Welsh Government website.

Marking guidance pages

Welcome to medieval times: Questions 1–9

Page 5

1 What opinion is suggested by the writer in the first paragraph?

Tick **one**.

- Medieval people were less intelligent than people today. ☐
- Only healthy people would want to live in the fourteenth century. ☐
- Health care was poorer in the past centuries. ☑
- People were more concerned about their health in medieval times. ☐

Award **1 mark** for:

- Health care was poorer in the past centuries.

(1 mark)

2 What does the word *prime* indicate in the first paragraph?

Tick **one**.

- The sickness in medieval times was natural. ☐
- Medieval people were better at avoiding disease. ☐
- People were just starting to learn about sickness in medieval times. ☐
- There was more than one disadvantage to living in medieval times. ☑

Award **1 mark** for:

- There was more than one disadvantage to living in medieval times.

(1 mark)

3 Complete the table below to show whether the following health issues mentioned in the text relate to **medieval** times or **modern** times.

	Medieval	Modern
tobacco smoke		✓
overflowing cesspits	✓	
dust allergies		✓
open fires	✓	
exhaust fumes		✓

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.

(2 marks)

Page 6

4 *Why might you fall ill?*

What is the purpose of this question?

Tick **one**.

- to challenge the reader's understanding ☐
- to introduce the content that follows ☑
- to ask the writer's opinion ☐
- to provoke an emotional reaction ☐

Award **1 mark** for:

- to introduce the content that follows.

(1 mark)

5 *... serious injuries are very common.*

Look at paragraph three.

Find and **copy one** other word that tells the reader that violence was a normal part of life in the fourteenth century.

_____

Award **1 mark** for:

- inherent.

(1 mark)

6 Look at the last line.

... some medieval medical concepts are unhealthier still.

What is the writer suggesting?

Tick **one**.

- The doctors often caught diseases from their patients. ☐
- Medieval people did not show any concern for the sick or dying. ☐
- At times, the medical care could be more harmful than the illness. ☑
- Hospital staff were not well trained or educated. ☐

Award **1 mark** for:

- At times, the medical care could be more harmful than the illness.

(1 mark)

Page 7

7 Put ticks to show which statements are **true** and which are **false**.

	True	False
People were unaware of how illnesses were passed on in medieval times.	✓	
Fourteenth-century doctors checked their patients' pulse using a bowl of water.		✓
Modern-day water supplies are free from pollution.		✓
Medieval fighting injuries always ended in death.		✓
Modern-day people may suffer illnesses caused by their choice of floor covering.	✓	

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.

(2 marks)

8 Choose the best word or group of words to fit the passage and tick your choices.

People in medieval times were more likely to die from

a) **fight wounds** ☑ **chemical poisoning** ☐ **tobacco smoke** ☐ **traffic accidents** ☐

and

b) **allergies** ☐ **infections** ☑ **animal bites** ☐ **old age** ☐

than people in modern times.

Award **1 mark** for each correct answer.
a) fight wounds (1 mark)
b) infections. (1 mark)

9 Put ticks to show whether each statement relates to **medieval times** or to **modern times** or to **both**.

	Medieval times	Modern times	Both
Almost half the people die in childhood.	✓		
When you fall sick you seek medical treatment.			✓
Information about circulation is unknown.	✓		
Medical staff understand germ theory.		✓	
Allergic reactions are caused by cleaning fluids.		✓	

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.
(2 marks)

Shoe: Questions 1–9

Page 9

1 Choose the best word or group of words to fit the passage and tick your choices.

When Abi lost her shoe, she remembered something similar had happened to

a) **her friend.** ☐ **her before.** ☐ **her mother.** ☑ **her helper.** ☐

Things did not turn out quite as Abi had

b) **hoped** ☐ **dreaded** ☑ **dreamed** ☐ **intended** ☐

because

c) **her shoe disappeared.** ☐ **the train left without her.** ☐ **someone was able to help her.** ☑ **it started to rain.** ☐

Award **1 mark** for each correct answer.

a) her mother. (1 mark)

b) dreaded (1 mark)

c) someone was able to help her. (1 mark)

2 What did Abi think was the cause of the incident?

	Tick **one**.
The gap between the train and platform was too wide.	☐
There was litter on the platform.	☐
She was not wearing suitable shoes.	☑
The ground was wet and slippery.	☐
The train was too close to the edge.	☐

Award **1 mark** for:

- She was not wearing suitable shoes.

(1 mark)

Page 10

4 Look at the text in the box below.

a) **Underline two** words that show Abi's mother was proud of her shoes.

> I remember my mother's story:
> Her first day at school, her soft new shoes,
> a round, perfect button on each,
> the man that stood on her and sent one to the track,
> the train that came and went
> and that battered shoe could not be replaced.

b) **Find** and **copy one** word that shows the contrast in the condition of the shoe once it was retrieved.

_____

a) Award **1 mark** for any **two** of the following:

- soft
- new
- perfect.

Do not accept:

- new shoes
- perfect button.

(1 mark)

b) Award **1 mark** for:

- battered.

(1 mark)

Page 11

7 Look at verse three.

Find and **copy two** words or phrases that suggest the litter-picker's tool was like a real hand.

1. _____

2. _____

Award **1 mark** for identifying **both** of the following:

- (like a) limb-extension
- (opened its angled) fingers.

Do not accept:

- hand
- limb.

(1 mark)

8 *… lengthened*
to the shadows beneath the train.

What does this mean?

	Tick **one**.
It was starting to get dark.	☐
It was able to reach under the train.	☑
The rain made it difficult to see.	☐
The shoe could not be seen.	☐

Award **1 mark** for:

- It was able to reach under the train.

(1 mark)

3 *... I flex each naked toe in turn and grieve.*

What does the word *grieve* tell us about how Abi felt at this point?

Tick **one**.

- She thought the shoe was sure to be damaged or lost forever. ✓
- She was humiliated by this happening in a public place.
- She was ashamed of her carelessness.
- She thought her mother would give her grief.

Award **1 mark** for:

- She thought the shoe was sure to be damaged or lost forever.

(1 mark)

5 What does the reference to her mother's story suggest about Abi?

Tick **one**.

- She wanted new shoes like her mother's.
- She had no respect for clothing.
- She thought it was silly to worry about shoes.
- She expected her shoe to be ruined. ✓

Award **1 mark** for:

- She expected her shoe to be ruined.

(1 mark)

6 Read the statements below about the two stories of lost shoes.

Put **one** tick in each row to show whether each statement happened to **Abi** or her **mother**.

	Abi	Mother
The shoe slipped off as she was running.	✓	
She looked around for help.	✓	
A train ran over the shoe.		✓
A man retrieved the shoe from the track.	✓	
She missed the train.		✓

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.

(2 marks)

9 What happened at the end of the text?

Tick **two**.

- The train departed leaving Abi in the station.
- Abi waved and thanked her helper.
- Abi shook hands with the litter-picker.
- Abi managed to catch the train. ✓
- The shoe was left lying in a puddle.
- Abi could not see her helper. ✓

Award **1 mark** for **both** answers ticked:

- Abi managed to catch the train.
- Abi could not see her helper.

(1 mark)

Kakapo: Questions 1–12

Page 13

1 What was it that happened *relatively recently*?

Tick **one**.

The ancestors of New Zealand's birds flew to the island.	☐	Kakapos stopped flying.	☐
Kakapos finally learnt to survive.	☐	Human beings brought other animals to the island.	☑

Award **1 mark** for:

- Human beings brought other animals to the island.

(1 mark)

2 Who or what are the *natives* the writer refers to in the first paragraph?

Tick **one**.

people whose ancestors lived in New Zealand before the birds arrived	☐	birds that were born in New Zealand, even though their ancestors came from elsewhere	☑
birds that have chosen to move to New Zealand from other countries	☐	any people or birds who live in New Zealand today	☐

Award **1 mark** for:

- birds that were born in New Zealand, even though their ancestors came from elsewhere.

(1 mark)

3 *… – and this is the point – …*

Why did the writer include this phrase in the text?

Tick **one**.

to provoke a reaction from the reader	☐	to persuade the reader of his argument	☐
to distinguish between his opinion and the facts	☐	to emphasise the point that follows	☑

Award **1 mark** for:

- to emphasise the point that follows.

(1 mark)

Page 14

5 How did the birds' dietary and exercise habits change over time?

Tick **two**.

They started exercising after eating, rather than before.	☐	They began to eat more for each meal.	☑
They started to eat a heavier meal before flying.	☐	They flew less frequently.	☑
They ate more often during the night.	☐	They started to feast in groups rather than alone.	☐

Award **1 mark** for **both** answers ticked:

- They began to eat more for each meal.
- They flew less frequently.

(1 mark)

6 What is the writer referring to when he says *old night parrots*?

Tick **one**.

They are a species of parrot that warn other birds of danger at night.	☐	He uses the term as an alternative name for kakapos.	☑
It is a general term for any kind of flightless bird that only comes out at night.	☐	They are New Zealand parrots which, like kakapos, cannot fly.	☐

Award **1 mark** for:

- He uses the term as an alternative name for kakapos.

(1 mark)

Page 15

10 Put these events in order by numbering them from 1 to 6.

Predators arrived in New Zealand.	4
Some birds lost their ability to fly.	3
Birds in New Zealand lived safely without threat.	1
Flightless birds were at risk.	5
Birds' dietary and exercise habits changed.	2
Bird numbers reduced.	6

Award **1 mark** for:

4
3
1
5
2
6

(1 mark)

11 Put ticks to show which statements are **true** and which are **false**.

	True	False
Being able to fly can help a species to survive.	✓	
Kakapos had to learn to fly and eat simultaneously.		✓
Kakapos flap their wings to ward off predators.		✓
People from Europe went to live in New Zealand.	✓	
Kakapos are the only birds that can no longer fly.		✓

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.

(2 marks)

4 Look at paragraph three.

Find and **copy** the **phrase** the writer uses to mean a choice between two things.

_____

Award **1 mark** for:
- (there is also a) trade off (between flying and eating).

Do not accept:
- instead of.

(1 mark)

7 **Find** and **copy one** word that suggests that the writer has not seen a kakapo attempt to fly.

_____

Award **1 mark** for:
- Apparently.

(1 mark)

8 **Find** and **copy** the **phrase** that shows that kakapos do have some athletic ability.

_____

Award **1 mark** for:
- (will sometimes) run up a tree (and jump out of it).

(1 mark)

9 *Most birds, faced with a predator, will at least realise that something's up and bolt for safety, even if it means abandoning any eggs or chicks in its nest – but not the kakapo.*

What does this suggest about kakapos?

Tick **one**.

They do not understand the danger they may be in.	✓
Kakapos prefer to face danger from the security of their own nests.	
They are devoted parents and would never leave their young.	
Kakapos are too lazy to run away, even when faced with possible danger.	

Award **1 mark** for:
- They do not understand the danger they may be in.

(1 mark)

12 Put ticks to show which of the following statements from the text are **fact** and which are **opinion**.

	Fact	Opinion
... the wildlife of New Zealand consisted of almost nothing but birds.	✓	
... there were no predators.	✓	
Of these, the kakapo is the strangest.		✓
... it has a look of serenely innocent incomprehension ...		✓
Its wings are just about good for waggling a bit ...		✓

Award **2 marks** for all **five** rows completed correctly.
Award **1 mark** for **four** rows completed correctly.

(2 marks)

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