

English

KS2

2016

# Year 5 Reading Assessment Marking Scheme for Fiction

question	answer	marks	notes
1.	The story is mainly told from the perspective of...		
	Orpheus	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the correct option indicated.
2.	At the start of the extract, Orpheus is a...		
	musician	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the correct option indicated.
3.	Eurydice saw a shepherd who was...		
	working	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the correct option indicated.
4.	When Aristaeus first saw Eurydice, he was...		
	amazed	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the correct option indicated.
5.	In the first paragraph it says, 'It was so powerful that it could turn evil men good and tame even the most wild of beasts.' How do these comparisons help the reader to understand the powers the lyre had?		
	<b>Award 1 mark</b> for reference to providing comparisons that are two opposite extremes, showing it was so powerful that it could change something from one extreme to another. <b>Award 1 mark</b> for reference to providing a comparison to something the reader will relate to.	1	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 1 mark</b> in total for either response.
6.	The word haunting in this paragraph is closest in meaning to ...		
	beautiful	1	<b>Content domain:</b> 2a - give / explain the meaning of words in context. <b>Award 1 mark</b> for the correct option indicated.

7.	How does Orpheus' mood change throughout the beginning, middle and end of the story? Use evidence from the text to support your answer.		
	<p><b>Beginning:</b> Accept appropriate synonyms for 'contented': happy, satisfied, pleased; with a relevant quote, 'There once lived a contented and skilled musician named Orpheus'.</p> <p><b>Middle:</b> Accept appropriate synonyms for 'distraught': distressed, troubled; with a relevant quote, 'When Orpheus heard what had happened, he was distraught.'</p> <p><b>or</b></p> <p>Accept appropriate synonyms for 'hopeful': optimistic; with a relevant quote, 'Orpheus set off on his journey with hope in his heart'.</p> <p><b>or</b></p> <p>Accept any other relevant feeling taken from the <b>middle</b> of the extract, with a quote.</p> <p><b>End:</b> Accept appropriate synonyms for 'joyful': delighted, happy; with a relevant quote, 'filling his heart with joy'.</p>	3	<p><b>Content domain:</b> 2h - make comparisons within the text</p> <p><b>Award 3 marks</b> for answers that refer to his mood at the beginning, middle and end, with evidence from the text to support each section.</p> <p><b>Award 1 mark</b> for feelings only or <b>1 mark</b> for evidence only.</p>
8.	Order these events as they happen in the story. Number them 1, 2, 3, 4.		
	Eurydice is poisoned by a snake.	2	<p><b>Content domain:</b> 2b - retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for all <b>four</b> correct.</p>
Eurydice waves at her husband.	4	1	
Orpheus meets a gorgeous woman.	1		
Orpheus goes to the gods to ask for help.	3		

9.	Explain <b>two</b> things that the words <b>slick</b> and <b>black</b> suggest about the creature.		
	<p>Acceptable points for slick include:</p> <ul style="list-style-type: none"> <li>• glossy</li> <li>• smooth</li> <li>• slippery</li> <li>• sleek</li> </ul> <p>Acceptable points for black include:</p> <ul style="list-style-type: none"> <li>• dark</li> <li>• dismal</li> <li>• dirty</li> <li>• inky</li> </ul>	2	<p><b>Content Domain:</b> 2a - give /explain the meaning of words in context.</p> <p><b>Award 2 marks</b> for responses that interpret both <b>slick</b> and <b>black</b>.</p>
10.	The lyre <b>saves</b> Orpheus' life throughout the story. Find and copy groups of words that support this.		
	<p>Appropriate quotations include:</p> <p>'It cocked its three heads sideways to listen to the soothing music and then it dropped to the ground, pacified by Orpheus' captivating tune.'</p> <p>'Suddenly, he managed to get a grip on it and he strummed it, releasing a single note. At once, the hands relaxed and Orpheus took his chance, grabbing the lyre properly and beginning to play. The hands released him fully and sank back below the water. Orpheus' music had saved him again!'</p>	2	<p><b>Content domain:</b> 2f - identify /explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award 1 mark</b> for each appropriate quotation from the text that refers directly to his life being <b>saved</b> from <b>danger</b> (up to a maximum of <b>2 marks</b>).</p> <p><b>Do not accept</b> answers which simply refer to places where the lyre has helped him, such as, 'Hades was deeply saddened by Orpheus' plight and so moved by the poignant music Orpheus played for him, that he agreed to give him the opportunity to get Eurydice back.'</p> <p>'Beyond the wooden door, Orpheus found himself inside a dank, dark room. The air was thick and stale and Orpheus' eyes watered involuntarily in the putrid atmosphere.'</p>
11.	How does this description make the reader feel about the room?		
	<p><b>Award 1 mark</b> for answers that refer to dank/dark – it suggests that the room is not pleasant because it is <b>damp</b> and there is <b>no light</b> to see.</p> <p><b>Award 1 mark</b> for answers that refer to the thick, stale, putrid atmosphere – it suggests that something <b>old</b> and <b>rotten</b> is in the room and that there is no <b>fresh air</b> to be able to breathe.</p> <p><b>Award 1 mark</b> for more general answers that refer to a feeling of danger or that something might go wrong.</p>	2	<p><b>Content domain:</b> 2d - make inferences from the text /explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for each of the following points up to a maximum of <b>2 marks</b>.</p>

12.	Give another <b>word</b> with the same meaning as 'pounded' that could have been used instead.			
	<p>Accept synonyms for 'pounded' that make sense in the sentence, such as:</p> <ul style="list-style-type: none"> <li>• thumped</li> <li>• throbbed</li> <li>• thudded</li> </ul>	1	<p><b>Content domain:</b> 2a - give /explain the meaning of words in context.</p> <p><b>Award 1 mark</b> in total.</p> <p><b>Do not accept</b> 'beat'.</p>	
13.	Using information from the text, tick one box in each row to show whether the statement is <b>true</b> or <b>false</b> .			
		T	F	<p style="text-align: center; vertical-align: middle;">1</p> <p><b>Content domain:</b> 2b - retrieve and record information /identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for all <b>four</b> correctly ticked.</p>
Orpheus captivated people with his music.	✓			
Eurydice was scared of the shepherd.	✓			
Hades set Orpheus an impossible challenge.		✓		
A strange creature tried to strangle Orpheus.	✓			
14.	Why do you think Hades set this challenge for Orpheus?			
	<p><b>Award 1 mark</b> for references to the beauty of Eurydice meaning that Hades may have wanted to keep her in the underworld for himself so set Orpheus a very difficult challenge.</p> <p><b>Award 1 mark</b> for references to Hades wanting Orpheus to prove how much he loved Eurydice.</p>	2	<p><b>Content domain:</b> 2d - make inferences from the text /explain and justify inferences with evidence from the text.</p> <p><b>Award up to 2 marks.</b></p>	


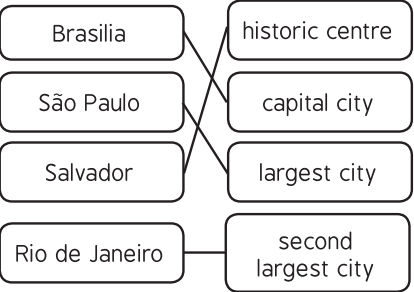
15.	Based on what you have read, what does the last paragraph suggest might happen at the end of the story? Use evidence from the story to support your prediction.			
	<p>Examples of <b>2 mark</b> responses.</p> <p>'Then it happened...' suggests that something bad will happen. Orpheus has broken the rules of the challenge so Eurydice will die for a second time and be taken back to Hades in the underworld.</p> <p>The text says that it is 'a tragic love story' so I think that the ending will be catastrophic and Eurydice will die.</p> <p><b>Do not accept</b> general answers not relating to specific events or actions, such as:</p> <ul style="list-style-type: none"> <li>• It's going to be disastrous.</li> <li>• The ending will be happy.</li> <li>• She will die.</li> </ul> <p><b>Do not accept</b> predictions that are not supported by the text.</p>	2	<p><b>Content domain:</b> 2e - predict what might happen from details stated and implied.</p> <p><b>Award 2 marks</b> for an acceptable point supported by text-based evidence.</p>	
			Acceptable points (can be implied)	Evidence
			Death	<p>'Then it happened...' - suggests that something is going to go wrong.</p> <p>A tragic love story – suggests that the ending is not happy.</p>
		She returns to the underworld	<p>'Without thinking, he turned around and looked for her.'</p> <p>Orpheus was warned not to look at her: 'If you do, then she will remain here with me eternally.'</p>	
		Total 22		

English

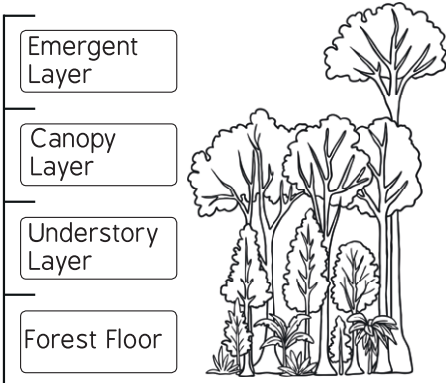
KS2

2016

# **Year 5 Reading Assessment Marking Scheme for Non-Fiction**

question	answer	marks	notes
16.	Write in the boxes the names of the missing countries.		
	 <p>Colombia</p> <p>Bolivia</p> <p>Uruguay</p>	Up to 2	<p><b>Content domain:</b> 2b – retrieve and record information/ identify key details from fiction and non-fiction.</p> <p><b>Award 2 marks</b> for all three correct.</p> <p><b>Award 1 mark</b> for two correct.</p>
17.	Draw lines to match the correct information.		
	 <p>Brasilia</p> <p>São Paulo</p> <p>Salvador</p> <p>Rio de Janeiro</p> <p>historic centre</p> <p>capital city</p> <p>largest city</p> <p>second largest city</p>	Up to 2	<p><b>Content domain:</b> 2b – retrieve and record information/ identify key details from fiction and non-fiction.</p> <p><b>Award 2 marks</b> for all four correctly linked.</p> <p><b>Award 1 mark</b> for 2 or 3 correctly linked.</p>
18.	Brazil is a popular destination for many tourists. Use evidence from the text to explain why you think this is.		
	A reference to human and physical features of the cities.	Up to 2	<p><b>Content domain:</b> 2c - summarise main ideas from more than one paragraph.</p> <p><b>Award 2 marks</b> in total.</p> <p><b>Award 1 mark</b> for reference to the human features.</p> <p><b>Award 1 mark</b> for reference to the physical features.</p>
19.	How does this comparison help the reader understand the size of the Amazon?		
	<p>Example answers:</p> <ul style="list-style-type: none"> <li>Because we know how big the UK and Ireland are it helps us to understand the size of the Amazon.</li> <li>It compares the size to a place that we know.</li> </ul>	1	<p><b>Content domain:</b> 2d - make inferences from the text /explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for reference to providing a comparison to something the reader will relate to.</p>
20.	In this sentence, the word <b>immense</b> is closest in meaning to...		
	great	1	<p><b>Content domain:</b> 2a - give /explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for the correct option ticked.</p>



21.	The Amazon rainforest is sometimes referred to as 'the lungs of the Earth.' What does this tell you about the rainforest?		
	The rainforest keeps the Earth alive by producing lots of oxygen.	1	<p><b>Content domain:</b> 2g - identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 1 mark</b> for an acceptable point linked to the rainforest keeping the Earth alive/breathing by producing lots of oxygen.</p> <p><b>Do not accept</b> a direct quote from the text without any further explanation, such as, 'This is because the rich vegetation takes carbon dioxide out of the air, and releases oxygen back in.'</p>
22.	Fill in the missing labels.		
		1	<p><b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for <b>all four</b> correctly labelled.</p>
23.	Why do you think that the forest floor is dark? Explain your answer using evidence from the text.		
	The thickness of the trees in the canopy layer stop the sunlight from entering the forest floor.	1	<p><b>Content domain:</b> 2d - make inferences from the text/explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for answers that refer to the thickness of the trees in the canopy layer above stopping the sunlight from entering the forest floor.</p>
24.	Look at the text box about the Brazilian flag and complete the table below.		
	<p><b>yellow diamond</b> - Yellow represents the gold reserves the country holds.</p> <p><b>white stars</b> - Each star represents one of each of the states in the Federal District, which are arranged in the same pattern as the stars in the Brazilian night sky.</p> <p><b>Do not accept</b> the night sky.</p> <p><b>dark green background</b> - Green symbolises the great Amazon Rainforest, Atlantic jungle, and the Panama. <b>or</b> Symbolises all of their amazing tropical landscape.</p>	Up to 2	<p><b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award 2 marks</b> for all three correct.</p> <p><b>Award 1 mark</b> for two correct.</p>

25.	How does the information about the Brazilian flag support the other information in the text?		
	<p>Example answers:</p> <ul style="list-style-type: none"> <li>The flag information says that Brazil has gold reserves, which suggests it is a rich country, and the other text says that Brazil is the sixth largest economy in the world, which also suggests that it is a rich country.</li> <li>The flag information says that the green symbolises the great Amazon Rainforest, and the other information also talks about the Amazon Rainforest as being a great place: 'This area of immense natural beauty'.</li> <li>The flag information talks about the 'amazing tropical landscape' - accept any relevant link with the physical features from the rest of the text.</li> </ul>	1	<p><b>Content domain:</b> 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole.</p> <p><b>Award 1 mark</b> for any comparison made between the other text-based evidence and the information about the flag.</p>
26.	In this sentence, the word represents is closest in meaning to...		
	symbolises	1	<p><b>Content domain:</b> 2a - give /explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for the correct option ticked.</p>
27.	Explain <b>two</b> things that the words order and progress suggest about the country of Brazil.		
	<p>Acceptable points for order include references to:</p> <ul style="list-style-type: none"> <li>organisation /logic</li> <li>control /discipline</li> <li>peace /harmony</li> </ul> <p>Acceptable points for progress include references to:</p> <ul style="list-style-type: none"> <li>movement</li> <li>development</li> <li>advance</li> <li>growth</li> </ul>	2	<p><b>Content domain:</b> 2a - give /explain the meaning of words in context.</p> <p><b>Award 2 marks</b> for responses that interpret both order and progress.</p>
		Total 17	

English

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# Year 5 Reading Assessment Marking Scheme for Poetry

question	answer	marks	notes
28.	Why does the Wind want to blow out the Moon?		
	<b>Award 1 mark</b> for answers that refer to the Wind <b>hating to be watched</b> , and that the Wind dislikes the Moon's <b>stare</b> .	1	<b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the correct answer.
29.	In Verse 1, how is the Wind feeling?		
	<b>Award 1 mark</b> for answers that refer to the Wind being <b>annoyed / angry / upset</b> or <b>frustrated</b> .	1	<b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 1 mark</b> for reference to the annoyance that the Wind is feeling.
30.	In Verse 2, what do the words 'slumbered' and 'muttered low' tell you about the Wind?		
	<b>Award 2 marks</b> for reference to both the Wind being <b>calmer / less powerful</b> and <b>quieter</b> . <b>Award 1 mark</b> for reference to either the Wind being <b>calmer / less powerful</b> or <b>quieter</b> .	2	<b>Content domain:</b> 2a - give / explain the meaning of words in context. <b>Award 1 mark</b> for each of the points up to a maximum of <b>2 marks</b> . <b>Do not accept</b> any reference to the Wind going to sleep.
31.	Said the Wind: "What a marvel of power am I! With my breath Good faith! I blew her to death- First blew her away right out of the sky- Then blew her in; what strength have I!" What does this verse tell us about the Wind's character?		
	It tells us that the Wind is very <b>arrogant</b> and believes itself to be much stronger than the Moon. It also tells us that the Wind is <b>ignorant</b> and doesn't understand that the Moon is actually just going through its natural phases. <b>Award 2 marks</b> for reference to both the Wind being arrogant and ignorant. <b>Award 1 mark</b> for reference to the Wind being either arrogant or ignorant.	2	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 1 mark</b> for each of the points up to a maximum of <b>2 marks</b> .

32.	'Like a ghost in a chair,', 'With her one ghost eye,', 'A matchless, wonderful silvery light,', 'With her one white eye,' What is the effect of these descriptions of the Moon?		
	<p>It gives the impression that the Moon is an <b>unearthly</b> and <b>unique</b> object.</p> <p>It tells us that she is <b>bright / white</b>.</p> <p><b>Award 2 marks</b> for reference to both the Moon being unearthly and bright /white.</p> <p><b>Award 1 mark</b> for reference to the Moon being either unearthly or bright /white.</p>	2	<p><b>Content domain 2g:</b> identify /explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 1 mark</b> for each of the points up to a maximum of <b>2 marks</b>.</p>
33.	Find and copy a word or phrase that shows that the Wind is a fiery, unpredictable character.		
	<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• He leaped and hallooed with whistle and roar</li> <li>• He flew in a rage</li> <li>• Like a merry-mad clown</li> </ul>	1	<p><b>Content domain:</b> 2b – retrieve and record information/identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for any acceptable answer.</p>
34.	How does the Moon react to the Wind's efforts to 'blow her out'? Find evidence in the text to support your idea.		
	<p>The Moon is <b>oblivious /unaware</b> of the efforts of the Wind to 'blow her out'. In the final verse, it says that she 'knew nothing of the affair' meaning that she hadn't realised what the Wind was trying to do all this time.</p> <p><b>Award 2 marks</b> for an answer referring to the Moon being oblivious /unaware of the Wind's efforts backed up by evidence from the text.</p>	2	<p><b>Content Domain:</b> 2c - summarise main ideas from more than one paragraph.</p> <p><b>Award 2 marks</b> for an answer with appropriate justification from the text.</p>
		Total 11	