

5. Mark schemes for the English reading test

Section 1: The Parsnips

Qu.	Requirement	Mark
1	Veronika's football team has two names. What are the two names? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g. • <i>The Parsnips</i> • <i>Parsnips</i> • <i>Parrs under 11s</i> • <i>Parrs.</i>	1m
2	What effect did the knock on the door have on Veronika and her family? 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: 1. they were startled / surprised, e.g. • <i>it startled them all</i> • <i>it gave them a shock</i> • <i>made them jump.</i> 2. they were interrupted / disturbed, e.g. • <i>it stopped their conversation.</i> Do not accept reference to them being excited.	1m

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Qu.	Requirement	Mark
3(a)	Who knocked on the door? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to Megan / the team captain, e.g. • <i>Megan Fawcett</i> • <i>Megan her captain</i> • <i>the captain.</i>	1m
3(b)	How can you tell this person was in a good mood? 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: 1. her smiling, e.g. • <i>Megan beamed at Veronika</i> • <i>she was smiling.</i> 2. the excitement in her facial expression, e.g. • <i>she had her face lit up</i> • <i>her face shiny and excited.</i> 3. her playfulness / the enthusiasm in her voice, e.g. • <i>because she spoke joyfully and was very excited</i> • <i>because she made a joke.</i>	1m
4	The Parsnips were going to a tournament. Where was it being held? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to Sherburn Sands, e.g. • <i>Sherburn Sands</i> • <i>Sherburn.</i>	1m

Section 1: The Parsnips

Qu.	Requirement	Mark
5	Look at page 6. <i>"I just have to..."</i> Veronika stopped speaking in the middle of a sentence. What was she going to say? <i>I just have to</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 Veronika fetching / packing what she needs, e.g. • <i>pack my stuff for the tournament</i> • <i>get my toothbrush and my kit</i> • <i>get my stuff.</i>	1m

Section 1: The Parsnips

Qu.	Requirement	Mark
6(a)	Find and copy one word which shows that Yuri was not very careful when he put Veronika's bag down. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: ■ <i>dumped.</i>	1m
6(b)	How can you tell that Veronika did not trust Yuri to pack her bag properly? Give two ways. 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: - Veronika thinking it was a trick / Yuri sometimes tricks Veronika, e.g. • <i>because he could be tricking her</i> • <i>he might have played a prank on her</i> • <i>he has played tricks on her before</i> • <i>he plays tricks.</i> - Veronika questioning him (to check everything she needs is there), e.g. • <i>she kept on asking if everything was in the bag</i> • <i>she said to him 'you're sure?'</i> - Veronika's surprise at Yuri's helpfulness / Yuri's helpfulness being unusual, e.g. • <i>she could not believe her brother was being helpful</i> • <i>she thought 'What was this? My brother being helpful!'</i> • <i>her brother never usually is helpful</i> • <i>he did not usually do anything like that.</i> - Veronika frowning, e.g. • <i>Veronika frowned at him when he put it down</i> • <i>she frowned at him.</i> - Veronika's anxiety, e.g. • <i>she talked anxiously</i> • <i>she was very worried.</i>	Up to 2m

Section 1: The Parsnips

Qu.	Requirement	Mark
7	Look at the paragraph beginning: “<i>I believe you...</i>” (page 6). How can you tell that Veronika was feeling excited? Give two ways. 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: - Veronika rushing / moving quickly, e.g. <i>she was dashing and darting all round the house</i> <i>she was being very quick</i> <i>Veronika gave him a quick kiss.</i> - Veronika’s heart beating fast, e.g. <i>her heart began to race.</i> “(World Cup tournament) <i>here I come!</i>”, e.g. <i>she said, ‘here I come!’</i> <i>World cup, here I come.</i> - Veronika’s disbelief / realisation that the moment has arrived, e.g. <i>she couldn’t believe it was actually happening</i> <i>it was actually happening.</i>	Up to 2m
8	<i>My heart began beating fast</i> (page 6). Find and copy two other words from the same paragraph which mean that something is quick. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for reference to any of the following, up to a maximum of 2 marks: (a) swift or swift (kiss) (I) dashed or dashed (into) (then) darted or darted (back).	Up to 2m

Section 1: The Parsnips

Qu.	Requirement	Mark
9	Draw three lines to match each character to the most suitable description. One has been done for you. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for all correctly matched: Yuri Veronika Uncle Megan humorous disorganised cheerful wise	1m
10	Why has the information on page 4 been included? Tick one. Content domain: 2f – identify and / or explain how information or narrative content is related and contributes to meaning as a whole Award 1 mark for: so that their fans learn which league the team plays in so that the coach knows who is playing on the team so that readers have background information about the story so that readers can pick their favourite character	1m

Section 1: The Parsnips

Qu.	Requirement	Mark
11	Number the following events 1 – 5 to show the order in which they happened. The last one has been done for you. Content domain: 2c – summarise main ideas from more than one paragraph Award 1 mark for the correct sequence: Veronika waved to her family. 5 Yuri handed Veronika her kit bag. 3 Veronika met Sofi. 1 Veronika walked out to the bus. 4 Veronika helped Uncle up the steps. 2	1m

Section 2: My Circus Life

Qu.	Requirement	Mark
12	When Vladik was still a child, he was so skilled that he was allowed to... Tick one. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for: perform at the circus. ☒ go to Monte Carlo. ☐ give his parents advice. ☐ join the cast of <i>Dralion</i>. ☐	1m
13	What two skills did Vladik show a natural talent for as a child? Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to both of the following: - juggling, e.g. <i>juggling skills</i>. - acrobatics, e.g. <i>natural acrobatics</i>. Do not accept reference to dance.	1m
14	Name two cities where Vladik has performed. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to both of the following: - Paris - Monte Carlo. Also accept Moscow.	1m

Section 2: My Circus Life

Qu.	Requirement	Mark
15	Underline one word in the quotation below that suggests that Vladik's performances are carefully rehearsed. <i>Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...</i> Content domain: 2a – give or explain the meaning of words in context Award 1 mark for: ■ <i>seamless.</i>	1m
16	Look at Vladik's answer to the question: <i>What will most appeal to kids about this show?</i> How does the text suggest that it is very active on the stage? Give two ways. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for reference to any two of the following: 1. there is always something going on 2. there is a lot of movement 3. there are a lot of acrobatics / acrobats.	1m

Section 2: My Circus Life

Qu.	Requirement	Mark
17	Look at page 9. Vladik is always changing his <i>Dralion</i> performance. Give two ways that these changes to his performance happen. 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: - Vladik's performance changing naturally / without him knowing how it happens, e.g. <i>changes happen naturally</i> <i>he just does the changes and he doesn't even realise.</i> - Vladik deliberately making changes to his performance, e.g. <i>he modifies them on purpose</i> <i>they happen deliberately.</i> - Vladik adding a trick, e.g. <i>putting in a new trick.</i>	Up to 2m
18	Look at page 9. According to the text, what makes it difficult for Vladik to do a new trick on stage? 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 new trick has to be perfect / there is more pressure to get it right, e.g. <i>it makes it hard because everything needs to be perfect</i> <i>because on stage he has to perfect it</i> <i>you have to get it exactly right.</i> - changing tricks feels wrong / is uncomfortable, e.g. <i>you feel your body is doing something wrong.</i> - his previous / usual routine is automatic, e.g. <i>he's really used to his old routine so adding a new trick is hard to remember</i> <i>you get used to doing the same thing for so long.</i>	1m

Section 2: My Circus Life

Qu.	Requirement	Mark
19	Look at Vladik's answer to the question beginning: <i>How does your daughter react...</i> When Vladik says <i>they</i>, who is he referring to? Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: his daughter ☐ his other children ☐ circus performers ☐ children in general ☒	1m
20	Look at page 9. What does Vladik say that he and his daughter have in common? Tick one. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for: They are brilliant jugglers. ☐ They love to watch circus performances. ☒ They are natural performers. ☐ They like to run around instead of sitting still. ☐	1m

Section 2: My Circus Life

Qu.	Requirement	Mark								
21	Look at Vladik’s answer to the question: <i>Are there any particular lessons your father taught you that you still use today?</i> How do you know that Vladik’s father was a big influence on him? Give two ways. 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: - Vladik’s father taught him everything, e.g. <i>he taught him everything</i> <i>because everything he knows came from him.</i> - Vladik’s father took him to dance classes / helped him improve as a performer, e.g. <i>he took him to dance classes</i> <i>take acting and dance classes it helps you become a better performer</i> <i>he helped him to be a better performer.</i> - Vladik uses everything his father taught him, e.g. <i>he uses all of the moves he was taught</i> <i>he still uses what he was taught.</i> - Vladik followed his father’s advice / found his father’s advice useful, e.g. <i>because he took on board everything his father said.</i>	Up to 2m								
22	Complete the table below with facts from the text. Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for three correct or 2 marks for all four correct: <table><tr><td>Age that Vladik is now:</td><td>28</td></tr><tr><td>How long Vladik has been doing this routine:</td><td>14 years</td></tr><tr><td>Age his daughter started walking:</td><td>(after) 10 months</td></tr><tr><td>Age that Vladik started dance classes:</td><td>4</td></tr></table>	Age that Vladik is now:	28	How long Vladik has been doing this routine:	14 years	Age his daughter started walking:	(after) 10 months	Age that Vladik started dance classes:	4	Up to 2m
Age that Vladik is now:	28									
How long Vladik has been doing this routine:	14 years									
Age his daughter started walking:	(after) 10 months									
Age that Vladik started dance classes:	4									

Section 2: My Circus Life

Qu.	Requirement	Mark
23	Which of the following gives the best summary of the whole text? Tick one. Content domain: 2c – summarise main ideas from more than one paragraph Award 1 mark for: It tells children how to join the circus. ☐ It looks at an unusual career. ☒ It gives tips on how to juggle. ☐ It shows how much performers travel. ☐	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
24	Look at the first paragraph, beginning: <i>Ours was a steep...</i> Penelope's description of the stairway makes it seem... Tick one. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for: damp and dark. ☐ cramped and unsafe. ☒ old and dusty. ☐ stylish and never used. ☐	1m
25	Why did Penelope like sitting in the stairway? 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: - Penelope pretending to sit in the forest / listen to the birds, e.g. <i>she imagined being in a forest</i> <i>because she wanted to pretend she was in a forest.</i> - the effect of the wallpaper on Penelope, e.g. <i>there was beautiful wallpaper on it and it felt like she was in a forest</i> <i>it was like sitting in a forest listening to birds sing.</i> Also accept reference to Penelope waiting for the arrival of the lamplighter / the gleam of light, e.g. <i>so she can wait for the lamplighter to bring gleam to the stairway</i> <i>because she liked the lamp turning on.</i>	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
26	Look at the first paragraph, beginning: <i>Ours was a steep...</i> Find and copy one word that shows that the evening was getting dark. Content domain: 2a – give or explain the meaning of words in context Award 1 mark for reference to any of the following: 1. <i>dusk</i> 2. <i>gleam</i> 3. <i>lamplighter</i> 4. <i>shone.</i>	1m
27	How did Penelope always know when the lamplighter was approaching? Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 1 mark for reference to whistling, e.g. • <i>he whistled when he walked down the street</i> • <i>she heard him whistling</i> • <i>he was whistling.</i> Do not accept reference to the light coming on / being lit, e.g. • <i>there would be a gleam in the stairway.</i>	1m
28	Look at the paragraph beginning: <i>I was suddenly...</i> What suggests that the lady had seen Penelope? 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: 1. the lady smiled at Penelope, e.g. • <i>when Penelope smiled she smiled back</i> • <i>she gave her a smile.</i> 2. the lady bent towards Penelope, e.g. • <i>she bent towards her.</i> 3. the lady's eyes seemed to pierce Penelope, e.g. • <i>she stared at her.</i>	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
29	Look at the top of page 11. Give three ways you can tell things have gone back to normal. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Award 2 marks for reference to any three of the following acceptable points. Award 1 mark for reference to any two of the following acceptable points. - the sound of the clock ticking, e.g. <i>the clock ticked loudly</i> <i>she could hear the clock ticking again.</i> - the sounds of the street, e.g. <i>hear the streets</i> <i>the sound of the streets came to her ears.</i> - the lamplighter's arrival / the sound of the lamplighter's whistle, e.g. <i>the lamplighter came</i> <i>she heard the lamplighter's whistle.</i> - the lamp being turned on / the gleam of the gas lamp, e.g. <i>the lights came on</i> <i>the gleam of the gas she could see.</i> - the lady having gone, e.g. <i>the lady disappeared</i> <i>she was gone.</i> Also accept general reference to sounds returning, e.g. <i>everything was loud again</i> <i>noise came back.</i>	Up to 2m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
30(a)	Choose the best group of words to fit the sentences. Draw a circle around your choice. When Penelope saw the lady, she described... Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for: why the lady was there. what she could see and smell. who the lady was. what she could touch and taste.	1m
30(b)	As soon as the lady went away, Penelope... Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction Award 1 mark for: felt frightened. looked for her mother. felt relieved. looked for the lady.	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
31	<i>...I went thoughtfully down to the basement where my mother was cooking...</i> What might Penelope have been thinking at this point in the story? 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: - she wondered about the strangeness of the lady, e.g. <i>I wonder who she is and where she came from</i> <i>who was that woman in the stairway?</i> <i>she might be confused because the lady is nowhere to be seen</i> <i>why couldn't I feel her dress rustling against my feet and legs?</i> - she wondered if her mother knows about / had seen the lady, e.g. <i>she might be thinking if her mother knew who she was</i> <i>mum might know that woman</i> <i>she wanted to ask her if she saw the lady.</i> - she wondered about time seeming to have stopped / the absence of sound, e.g. <i>it was like time was frozen.</i> Do not accept reference to Penelope wondering if she had imagined the lady.	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
32(a)	What was Penelope's mother's explanation for what Penelope had seen? 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: 1. Penelope had imagined it, e.g. • <i>that it was just her imagination</i> • <i>she was seeing things.</i> 2. Penelope had seen a shadow of someone in the street, e.g. • <i>a shadow of someone or something.</i> 3. the flickering lights and / or dusk had played tricks on her eyes, e.g. • <i>that it was just the flickering street lamps on the wall.</i> Do not accept reference to her saying there was no one there / nothing there.	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
32(b)	Why might Penelope have been frustrated by her mother's explanation? 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: - Penelope knew what she had seen, e.g. <i>she had clearly seen the lady</i> <i>she was certain about what she'd seen</i> <i>because she was positive she had seen it.</i> - her mother's disbelief in her daughter's account, e.g. <i>her mother doesn't believe what she is saying.</i> - Penelope thinking her mother was not telling the truth / was trying to hide something, e.g. <i>she knew she was lying</i> <i>it was because her mother was keeping a secret.</i> - her mother trying to change the subject, e.g. <i>she randomly changed the conversation.</i> - Penelope's questions had not been answered, e.g. <i>because she wanted to find out more</i> <i>it didn't explain everything.</i>	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
33	Think about the whole text. What impressions do you get of Penelope as she describes her unusual experience? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Acceptable points: 1. curious 2. imaginative 3. confused 4. unafraid 5. solitary / content with her own company 6. observant Award 3 marks for two acceptable points, at least one with evidence, e.g. • 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence] 2. <i>That she is good at noticing things that go on.</i> [AP6] • 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1] 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g. • 1. <i>Brave because she did the right thing in the situation.</i> [AP4] 2. <i>She was a person who definitely kept herself to herself.</i> [AP5] • 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] Award 1 mark for one acceptable point, e.g. • 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
34	The extract you have read is the beginning of a longer story. Which of these is most likely to happen next? Tick one. Content domain: 2e – predict what might happen from details stated and implied Award 1 mark for the following: Penelope will forget all about the lady. ☐ Penelope's mother will ask lots of questions about the lady. ☐ Penelope will try to find out about the lady. ☒ Penelope and her mother will search the house for the lady. ☐	1m

Section 3: A Traveller in Time

Qu.	Requirement	Mark
35	Think about the whole text. How is a mysterious atmosphere created? Give two ways, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text Acceptable points: 1. time or movement stops / absence of sound 2. the lady's unexpected appearance / her disappearance 3. her mother's unusual / evasive reaction to Penelope's questions 4. sudden return to normality 5. the lady being a stranger to Penelope 6. Penelope being on her own when she sees the lady 7. the lady's unusual clothes / her effect on Penelope 8. the lady's strange or unearthly features Award 3 marks for two acceptable points, at least one with evidence, e.g. • 1. <i>Every single sound goes away even her footsteps.</i> [AP1 + evidence] • 2. <i>It's like her mum tries to cover up the situation.</i> [AP3] • 1. <i>It's also mysterious because suddenly everything is back to normal.</i> [AP4] • 2. <i>The lady disappeared. 'I leaned over the rail to watch her but suddenly she was gone.'</i> [AP2 + evidence] Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g. • 1. <i>First, the lady because she appears out of nowhere without Penelope knowing.</i> [AP2] • 2. <i>At the start there was no noise when there is usually something to hear.</i> [AP1] • 1. <i>She was the only one in the area. 'I might have been the only person in the world.'</i> [AP6 + evidence] Award 1 mark for one acceptable point, e.g. • 1. <i>The girl didn't know who the lady was or what she was doing there.</i> [AP5] Do not accept reference to it being night-time / dark.	Up to 3m

7. Mark schemes for Paper 1: arithmetic

Qu.	Requirement	Mark	Additional guidance
1	7,305	1m	
2	0	1m	
3	292	1m	
4	1,200	1m	
5	415	1m	
6	15.08	1m	
7	30	1m	
8	168	1m	
9	5,459	1m	
10	10,100	1m	
11	80	1m	
12	660	1m	
13	120	1m	
14	495,000	1m	
15	4,172	1m	
16	0.212	1m	

Qu.	Requirement	Mark	Additional guidance
17	Award TWO marks for the correct answer of 32 If the answer is incorrect, award ONE mark for the formal method of division with no more than ONE arithmetic error, i.e. - long division algorithm, e.g. $\begin{array}{r} 32 \text{ r}3 \\ 21 \overline{) 672} \\ - 630 \\ \hline 45 \text{ (error)} \\ - 42 \\ \hline 3 \end{array}$ OR $\begin{array}{r} 52 \text{ (error)} \\ 21 \overline{) 672} \\ - 630 \\ \hline 42 \\ - 42 \\ \hline 0 \end{array} \quad \begin{array}{l} 30 \times 21 \\ 2 \times 21 \end{array}$ - short division algorithm, e.g. $\begin{array}{r} 33 \text{ (error)} \\ 21 \overline{) 67^4 2} \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.
18	$1\frac{1}{9}$ OR $\frac{10}{9}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. $1.\dot{1}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.

Qu.	Requirement	Mark	Additional guidance
19	Award TWO marks for the correct answer of 50,381 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. $\begin{array}{r} 607 \\ \times 83 \\ \hline 1821 \\ 48560 \\ \hline 49381 \text{ (error)} \end{array}$ - OR $\begin{array}{r} 607 \\ \times 83 \\ \hline 1822 \text{ (error)} \\ 48560 \\ \hline 50382 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 607 \\ \times 83 \\ \hline 1821 \\ 4856 \text{ (place value error)} \\ \hline 6677 \end{array}$
20	13,050	1m	
21	3	1m	Accept equivalent fractions. Do not accept answers such as $2\frac{3}{3}$
22	21	1m	
23	2.877	1m	
24	$\frac{1}{16}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 0.0625 Do not accept rounded or truncated decimals.
25	$\frac{5}{6}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. $0.8\dot{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
26	23.988	1m	
27	480	1m	Do not accept 480%
28	60	1m	Do not accept 60%

Qu.	Requirement	Mark	Additional guidance
29	Award TWO marks for the correct answer of 42 If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e. - long division algorithm, e.g. $\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{) 3066} \\ \underline{- 2920} \\ 140 \text{ (error)} \\ \underline{- 73} \\ 67 \end{array}$ OR $\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{) 3066} \\ \underline{- 730} \quad 10 \times 73 \\ 2336 \\ \underline{- 2190} \quad 30 \times 73 \\ 146 \\ \underline{146} \quad 2 \times 73 \\ 0 \end{array}$ - short division algorithm, e.g. $\begin{array}{r} 41 \text{ r}71 \text{ (error)} \\ 73 \overline{) 306} \overset{14}{6} \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.
30	92	1m	Do not accept 92%
31	$\frac{11}{63}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. $0.\overline{174603}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. $1.8\dot{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \text{ (error)} \end{array}$ OR $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24468 \text{ (place value error)} \\ \hline 53014 \end{array}$
34	$7\frac{3}{4}$ OR $\frac{31}{4}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. 7.75 Do not accept rounded or truncated decimals.
35	8	1m	
36	320	1m	Do not accept $\frac{1600}{5}$

8. Mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
1	Correct response circled, as shown: 9,206,499 9,215,300 9,206,504 9,215,298 9,206,909	1m	Accept alternative unambiguous positive indication of the correct answer.
2	5	1m	
3	30,000	1m	
4a	Emma	1m	Accept unambiguous abbreviations, e.g. E, or recognisable misspellings. Accept 1,400 for the award of the mark.
4b	Olivia	1m	Accept unambiguous abbreviations, e.g. O, or recognisable misspellings. Accept 1,220 for the award of the mark.
5	2,300	1m	
6	2.25	1m	Refer to section 6.3 on page 16 for additional guidance on marking answers involving measures.
7	$\frac{6}{10}$	1m	Accept equivalent fractions and decimals, e.g. $\frac{3}{5}$ and 0.6 Do not accept 60%
8	Correct answer circled, as shown: $\frac{5}{8}$ $\frac{14}{8}$ $\frac{19}{8}$ $\frac{23}{8}$ $\frac{26}{8}$	1m	Accept alternative unambiguous positive indication of the correct answer.
9	52	1m	

Qu.	Requirement	Mark	Additional guidance
10	Award TWO marks for the correct answer of (£)2.85 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $190 \div 2 = 85$ (<i>error</i>) $190 + 85$ OR 1.90×1.5	Up to 2m	Answer need not be obtained for the award of ONE mark. Accept for ONE mark an answer of (£)285 OR £285p as evidence of an appropriate method. Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.
11	Award ONE mark for both numbers correct, as shown: $\frac{3}{10} = \frac{\boxed{6}}{20}$ $\frac{12}{15} = \frac{4}{\boxed{5}}$	1m	
12	Masses in correct order, as shown: 2 kg 1500 g 1.4 kg 300 g heaviest OR Accept correct conversions, e.g. 2000g 1500g 1400g 300g OR 2000 1500 1.4 300	1m	Misreads and transcription errors are not allowed. Accept with correct units or without units. Accept masses written in reverse order AND the label heaviest changed to follow suit.

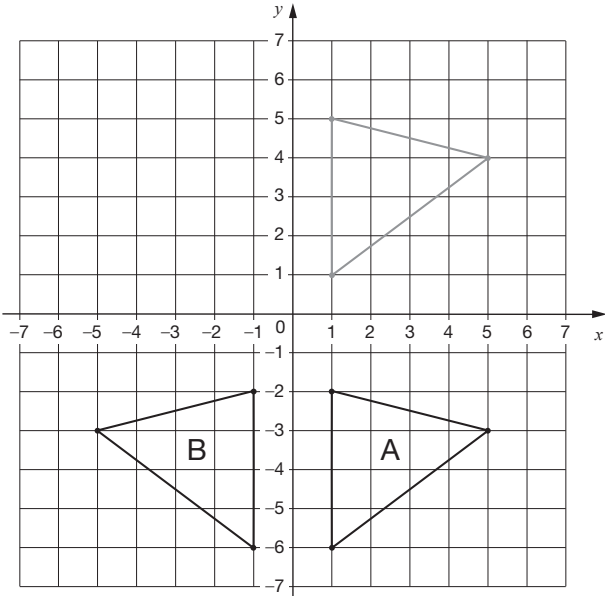
2022 key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
13	Award ONE mark for each part of Dev’s journey matched with the correct sentence, as shown: A to B B to C C to D D to E Dev rests for 10 minutes. Dev cycles 1 km in 10 minutes. Dev cycles 3 km in 10 minutes. Dev cycles less than 1 km in 10 minutes.	1m	Lines need not touch the boxes, provided the intention is clear. Do not accept any part of the journey which has been matched to more than one sentence.
14	50	1m	
15	Award TWO marks for all four signs correct, as shown: 1 × 2 × 3 = 1 + 2 + 3 2 × 2 × 2 > 2 + 2 + 2 1 × 10 × 10 > 1 + 10 + 10 0 × 10 × 10 < 0 + 10 + 10 If the answer is incorrect, award ONE mark for three signs placed correctly.	Up to 2m	Accept unambiguous drawings of the correct signs.
16	Award ONE mark for two boxes ticked correctly, as shown: 28.07 28.65 ✓ 28.71 ✓ 28.75 28.97	1m	Accept alternative unambiguous positive indication of the correct answer, e.g. Y.

Qu.	Requirement	Mark	Additional guidance
17	9 OR 12 OR 18 OR 36	1m	Award ONE mark for more than one correct answer given and no incorrect answers.
18	Award TWO marks for the correct answer of 821 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $800 \times 2 = 1600$ $511 + 268 = 779$ $1600 - 779$ OR $800 - 511 = 289$ $800 - 268 = 542$ (error) $542 + 289$ OR $800 - 511 - 268 = 23$ (error) $800 + 23$	Up to 2m	Answer need not be obtained for the award of ONE mark.
19	15	1m	Refer to section 6.3 on page 16 for additional guidance on marking answers involving measures.
20	Award TWO marks for the correct answer of 12 If the answer is incorrect, award ONE mark for evidence of an appropriate complete method with no more than one arithmetic error, e.g. $16 \times 15 = 210$ (error) $10 \times 18 = 180$ $210 + 180 = 390$ $432 - 390 = 42$ OR Award ONE mark for sight of 420 (as evidence of the sum of the two correct products).	Up to 2m	Misreads are not allowed.

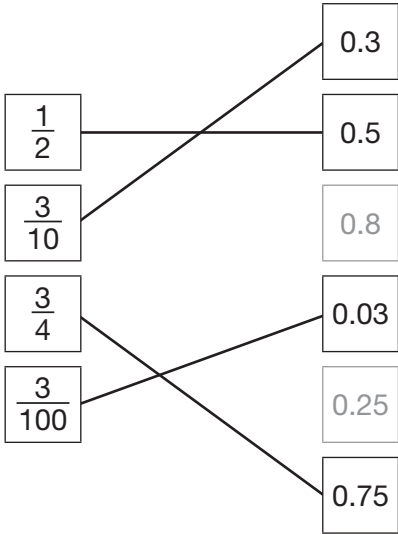
Qu.	Requirement	Mark	Additional guidance
21a	16	1m	
21b	30	1m	If the answer to part b is incorrect, award ONE mark for an answer of: $(200 - 5n) \div 4$ Where n represents the answer to part a of the question, the value of n must be between 12 and 18 (inclusive). Any follow-through fraction or decimal answer must be expressed as an exact value.
22	Award TWO marks for the correct answer of 4,200 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $750 \div 250 = 3$ $1,150 + 250 = 1,400$ $1,400 \times 3$ OR $750 \div 250 = 3$ $1,150 \times 3 = 3,350$ (<i>error</i>) $3,350 + 750$ Award ONE mark for sight of 3450, 3.45 OR 3.450 (as evidence of correctly calculating how much yellow paint is required).	Up to 2m	Answer need not be obtained for the award of ONE mark.

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 30 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $1.25\text{kg} - 1.1\text{kg} = 0.05\text{kg}$ (<i>error</i>) $1100\text{g} - 920\text{g} = 180\text{g}$ $180 - 50 = 130\text{g}$ OR Award ONE mark for the correct weight of the banana and the orange, e.g. 0.15(kg) AND 180(g)	Up to 2m	Accept for TWO marks 0.03kg for final answer in working and the answer box blank OR 0.03 in the answer box where the grams has been replaced with kilograms. Accept for ONE mark 0.03 (g) in the answer box OR as the final answer in working and answer box blank. Answer need not be obtained for the award of ONE mark. Any conversion of units must be correct. Do not award the mark for a method that contains an incorrect conversion, e.g. $1.25 - 1.1 = 0.16$ (<i>error</i>) $1100 - 920 = 180$ $180 - 16$ (<i>conversion error</i>)
24	Award TWO marks for the correct answer of $x = 75$ AND $y = 15$ If the answer is incorrect, award ONE mark for evidence of an appropriate method calculating both angles, e.g. $180 - 30 = 150$ $150 \div 2 = 70$ (<i>error</i>) $90 - 70$ OR Award ONE mark for either correct x OR y.	Up to 2m	Answer need not be obtained for the award of ONE mark. If there is no evidence of an appropriate method and the values for x AND y are incorrect, accept for ONE mark $x + y = 90$, unless x is between 65–69 (inclusive) AND y is between 21–25 (inclusive).

Qu.	Requirement	Mark	Additional guidance
25	Award TWO marks for both triangles correctly drawn, as shown:  Award ONE mark for either: • correct triangle A OR • correct triangle B OR • a correct reflection of an incorrectly translated triangle (maintaining congruency of the original triangle).	Up to 2m	Accept slight inaccuracies in drawing provided the intention is clear. (See page 13 for guidance.) Ignore any triangles drawn in the 2nd quadrant, unless it is a correct follow-through of triangle A.

9. Mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
1	8	1m	
2	Award ONE mark for all multiplications completed correctly with the given cards, as shown: $24 = \boxed{3} \times \boxed{8}$ $28 = \boxed{4} \times \boxed{7}$ $30 = \boxed{5} \times \boxed{6}$	1m	Accept for each multiplication the numbers given in either order, e.g. 8×3 7×4 6×5
3	Award TWO marks for the correct answer of 15(p) If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $30p + 45p + 60p = 135p$ $50p \times 3 = 135p$ OR $50 - 30 = 20$ $50 - 45 = 5$ $20 + 5 + 50 = 75$ $75 - 60$ OR $150 - 45 = 95$ (error) $95 - 60 = 35$ $35 - 30$	Up to 2m	Answer need not be obtained for the award of ONE mark. Accept for ONE mark an answer of 0.15(p) OR £15(p) as evidence of an appropriate method. Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.

Qu.	Requirement	Mark	Additional guidance
4	Award TWO marks for all four fractions matched to the correct decimal as shown:  Award ONE mark for three fractions and decimals matched correctly.	Up to 2m	Lines need not touch the boxes, provided the intention is clear. Do not accept any fraction that has been matched to more than one decimal number.
5	Award TWO marks for the correct answer of 123 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $87 + 154 + 38 = 279$ $402 - 279$ OR $87 + 154 + 38 = 269$ (error) $402 - 269$	Up to 2m	Answer need not be obtained for the award of ONE mark.
6a	-7	1m	Do not accept 7-
6b	8	1m	Do not accept -8

Qu.	Requirement	Mark	Additional guidance
7	Award TWO marks for the correct answer of 81,572 Award ONE mark for evidence of an appropriate method, e.g. $\begin{array}{r} 80,978 \\ + 72,319 \\ \hline 153,297 \end{array}$ $234,869 - 153,297$ OR $\begin{array}{r} 234,869 \\ - 80,978 \\ \hline 153,891 \end{array}$ $153,891 - 72,319$ OR $\begin{array}{r} 234,869 \\ - 72,319 \\ \hline 162,550 \end{array}$ $162,550 - 80,978$ OR Award ONE mark for sight of 153,297 OR 153,891 OR 162,550	Up to 2m	Answer need not be obtained for the award of ONE mark.
8	Award TWO marks for the correct three numbers, as shown: to the nearest 1,000 8,000 to the nearest 100 7,500 to the nearest 10 7,550 If the answer is incorrect, award ONE mark for any two of the numbers rounded correctly.	Up to 2m	Do not accept 500 or 50 for the second and third entries.

2022 key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
9	41,600	1m	
10	Award TWO marks for the correct answer of 79(p) OR (£)0.79 If the answer is incorrect, award ONE mark for an appropriate method, e.g. £4.75 – £1.98 = £2.77 £2.77 – £1.98 OR 198 × 2 = 397p (<i>error</i>) £4.75 – 397p OR £2 × 2 = £4 £4.75 – £4 = 75p 75p + 4p	Up to 2m	Answer need not be obtained for the award of ONE mark. Accept for ONE mark an answer of 0.79p OR £79(p) as evidence of a correct method. Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.
11	Award ONE mark for: 21 OR 22 OR 23 OR 24	1m	Award ONE mark for more than one correct answer given and there are no incorrect answers. Do not accept decimal numbers.
12a	136	1m	
12b	310 OR –90	1m	
13	$\frac{1}{6}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 0.1$\dot{6}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
14	£77.50	1m	Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.
15a	90	1m	
15b	B	1m	Accept alternative unambiguous indication of the correct answer.

Qu.	Requirement	Mark	Additional guidance
16	Award TWO marks for three boxes ticked correctly, as shown: $\frac{1}{4}$ ☐ $\frac{2}{5}$ ☒ $\frac{4}{10}$ ☒ $\frac{6}{10}$ ☐ $\frac{40}{100}$ ☒ If the answer is incorrect, award ONE mark for: - only two boxes ticked correctly and no incorrect boxes ticked. OR - three boxes ticked correctly and one incorrect box ticked.	Up to 2m	Accept alternative unambiguous positive indication of the correct answer, e.g. Y.
17	Award TWO marks for the correct answer of 108 If the answer is incorrect, award ONE mark for an appropriate method, e.g. $7.5 \times 4 = 30$ $11 \times 4 = 44$ $8.5 \times 4 = 34$ $30 + 44 + 34$ OR $7.5 + 11 + 8.5 = 27$ 27×4 OR $7.5 + 7.5 + 7.5 + 7.5 + 11 + 11 + 11 + 11 + 8.5 + 8.5 + 8.5 + 8.5$	Up to 2m	Misreads are not allowed. Answer need not be obtained for the award of ONE mark.

Qu.	Requirement	Mark	Additional guidance
18	Award TWO marks for the correct answer of (£)10.50 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. $70 \times 15 \div 100$ OR $10 \times 15 \div 100 = \text{£}1.50$ $3 \times \text{£}1.50 = \text{£}4.50$ $\text{£}15 - \text{£}4.50$ OR Award ONE mark for sight of (£)4.50	Up to 2m	Answer need not be obtained for the award of ONE mark. Award ONE mark for a final answer of (£)10.5 OR (£)105 OR (£)1050 as evidence of an appropriate method. Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.
19	Award ONE mark for a correct explanation, e.g. - It has 3 factors – the prime number, 1 and the square of the prime number. - The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number. - All prime numbers squared have 3 factors. OR A correct explanation that gives a counter example, e.g. 5 is prime $5^2 = 25$ 25 has 3 factors: 1, 5 and 25, not two 7^2 has more than 2 factors – 1, 7 and 49 $121 = 1 \times 121 = 11 \times 11$ $3^2 = 9$ 9 – 1, 9, 3 $5^2 = 25$ Factors of 25 = 1, 5, 25 All squared primes have 3 factors.	1m	Do not accept vague or incomplete explanations, e.g. - A square number doesn't have 2 factors (repeat of the question) $2^2 = 4$ (incomplete) - Prime numbers have 2 factors only (incomplete) - Prime numbers squared have more than 2 factors (vague) Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g. $49 = 1, 7, 49$ 5 squared is 25 1, 5, 5, 25 25 has four factors - All prime numbers squared have more than 3 factors

Qu.	Requirement	Mark	Additional guidance
20	Award THREE marks for the correct answer of 207,300 If the answer is incorrect, award TWO marks for: - evidence of an appropriate complete method which contains no more than one error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ Rounded to the nearest hundred = 207,200 OR - sight of 207,259 r3 OR $207,259 \frac{3}{4}$ OR 207,259.75 Award ONE mark for: - evidence of an appropriate method with more than one error.	Up to 3m	Answer need not be obtained or rounded for the award of ONE mark. A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified. TWO marks will be awarded if an appropriate method with the misread number is followed through correctly. ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error.
21	Award ONE mark for x and y coordinates written correctly: (6 , 3)	1m	

5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark
1 G1.9	Award 1 mark for A <u>whale</u> lives in the sea. Also accept A <u>whale</u> lives in the sea.	1m
2 G6.3	Award 1 mark for all five correct. Words child champion neighbour friend member Suffix hood ship	1m
3 G6.2	Award 1 mark for all three correct. Prefix en de dis Word cover large frost	1m
4 G5.3 G2.2	Shall we go round the fitness trail in the park ☒ ☐ ☐ ☐	1m
5 G5.6b G1.6a	Finally, I think I understand what you mean. ☐ ☒ ☐ ☐	1m

2022 key stage 2 English grammar, punctuation and spelling test mark schemes

Qu.	Requirement	Mark
6 G5.5	☐ ☒ ☐ ☐ The children could choose to play netball, cricket, hockey or tennis.	1m
7 G5.9	☐ ☐ ☒ ☐ Add one ounce (around one tablespoon) of yeast to your bread mix.	1m
8 G4.1c	☐ ☐ ☒ ☐ I will walk through the park to get to school.	1m
9 G5.6a G5.9	Award 1 mark for a correctly placed pair of commas. The African elephant, the largest land mammal in the world, can weigh up to 6.6 tonnes.	1m
10 G1.5	deserts ☒ ☐ ☐ ☐	1m
11 G4.2	Award 1 mark for all four correct. William Shakespeare, the famous writer, is / <u>was</u> born in Stratford-upon-Avon in 1564 and later <u>will move</u> / <u>moved</u> to London where he <u>will become</u> / <u>became</u> an actor. Even today, Shakespeare's plays <u>are performed</u> / <u>performed</u> around the world.	1m

Qu.	Requirement	Mark															
12 G6.1	Award 1 mark for all four correct. <table> <tr> <th>Word</th><th></th><th>Antonym</th></tr> <tr> <td>near</td><td>↘</td><td>close</td></tr> <tr> <td>cold</td><td>↗</td><td>far</td></tr> <tr> <td>distant</td><td>↗</td><td>hot</td></tr> <tr> <td>warm</td><td>→</td><td>cool</td></tr> </table>	Word		Antonym	near	↘	close	cold	↗	far	distant	↗	hot	warm	→	cool	1m
Word		Antonym															
near	↘	close															
cold	↗	far															
distant	↗	hot															
warm	→	cool															
13 G5.11	Award 1 mark for a correctly placed semi-colon. The suitcase was heavy; the box was lighter but more awkward to carry.	1m															
14 G5.8	Award 1 mark for all three correct. Liam <u>was not</u> completely surprised at the knock on his door that ↓ wasn't morning. In fact, <u>he had</u> been waiting for this particular visitor. ↓ he'd "<u>It is</u> good to see you," he said, opening the door. ↓ It's	1m															
15 G1.3	adjective ☒ ☐ ☐ ☐	1m															
16 G5.12	Award 1 mark for a correctly placed dash. The story was exciting – it was full of action and adventure.	1m															
17 G7.4	☐ ☐ ☐ It is essential that we remember our water bottles. ☒	1m															

2022 key stage 2 English grammar, punctuation and spelling test mark schemes

Qu.	Requirement	Mark
18 G6.1	Award 1 mark for the correct words circled. The school will <u>supply</u> all meals during the trip. If parents wish to <u>provide</u> children with additional drinks, they may do so.	1m
19 G3.1	Award 1 mark for all three correct. After they had been for a swim, the boys had a drink [] [] [S] [M] because they were very thirsty. [] [S]	1m
20 G5.9	Award 1 mark for a correctly placed pair of dashes. The Caspian Sea – which is a saltwater lake – is the largest inland body of water in the world.	1m
21 G5.10	Award 1 mark for a correctly placed colon. Many fossils are not as big as people think: some are so small that you need a microscope to see them.	1m
22 G4.1d	Award 1 mark for all three correct. Jake was cycling. Jake cycled. Jake is cycling. an action in progress in the present an action in progress in the past an action in the past	1m
23 G5.10	He is famous for his innovative music: a mix of recorded noises, traditional instruments and songs. ☒ ☐ ☐ ☐	1m
24 G3.4	Award 1 mark for <u>When the crowd heard the clattering sound</u> , they gasped in astonishment.	1m

Qu.	Requirement	Mark
25 G3.1a	Award 1 mark for a grammatically correct relative clause that retains the meaning of the sentence in the box, for example: • My grandma, <u>who loves travelling</u>, went on holiday to Spain. • My grandma, <u>whose love of travelling was famous</u>, went on holiday to Spain. • My grandma, <u>whom travelling delights</u>, went on holiday to Spain. Also accept responses where the verbs are changed but the meaning is related to a love of travel, for example: • My grandma, <u>who loves to go on holiday</u>, went on holiday to Spain. • My grandma, <u>who has been to many places</u>, went on holiday to Spain. • My grandma, <u>who enjoys flying</u>, went on holiday to Spain. Do not accept a grammatically incorrect relative clause, for example: • My grandma, <u>which loves to travel</u>, went on holiday to Spain.	1m
26 G1.2 G1.3	adjective verb ☐ ☒ ☐ ☐	1m
27 G5.7	Award 1 mark for “What time does the concert start?” whispered Dad as we took our seats. Also accept the insertion of additional correct punctuation, for example: • “What time does the concert start?” whispered Dad, as we took our seats. • “What time does the concert start?” whispered Dad as we took our seats!	1m
28 G2.1	a statement ☐ ☐ ☒ ☐	1m
29 G4.4	It does not say who dropped the bucket. ☒ ☐ ☐ ☐	1m

Qu.	Requirement	Mark
30 G1.1	Award 1 mark for all four correct. The <u>strength</u> of the <u>wind</u> made the <u>trees</u> in the <u>forest</u> sway and bend.	1m
31 G1.5a	Award 1 mark for the correct word circled. The house next to <u>ours</u> , which belongs to Mrs Green, is for sale.	1m
32 G2.3	Award 1 mark for a grammatically correct and accurately punctuated command, using the imperative in the main clause, that could instruct children to turn the lights off, for example: • <i>Switch off the lights!</i> • <i>Remember to turn them off.</i> • <i>Please turn off the lights.</i> • <i>Turn off the lights, please.</i> • <i>Children, please remember to switch the lights off.</i> • <i>When you leave today, switch off the lights.</i> Do not accept other sentence types, for example: • <i>You must turn off the lights.</i>	1m
33 G1.5b	Award 1 mark for the correct word circled. The children <u>who</u> were going swimming had their lunch earlier than we did.	1m
34 G3.4	Award 1 mark for the correct word circled. <u>Since</u> it is sunny today, we can play rounders or cricket.	1m
35 G4.4	Award 1 mark for a correctly punctuated sentence using the active, for example: <i>Bill fed the dog.</i> Also accept: <i>Bill was feeding the dog.</i>	1m
36 G1.6a	☐ ☐ ☒ ☐ With big smiles on our faces,	1m
37 G1.4 G3.4	Award 1 mark for the correct insertion of an appropriate subordinating conjunction, for example: • <u>Although</u> it rained all afternoon, the picnic was a success. • <u>While</u> it rained all afternoon, the picnic was a success. • <u>Even though</u> it rained all afternoon, the picnic was a success.	1m

Qu.	Requirement	Mark															
38 G3.3	Award 1 mark for the correct word circled. I started drawing a car, <u>but</u> then I changed my mind because I had a better idea.	1m															
39 G1.7	Award 1 mark for both correct. The bird flew <u>above</u> the trees. The children sang many songs <u>in</u> their concert.	1m															
40 G4.1a	Award 1 mark for all three correct. I <u>did</u> my homework on the computer. ↓ to do I <u>chose</u> to do a project about horses. ↓ to choose I <u>began</u> by making notes about different breeds. ↓ to begin	1m															
41 G5.13	Award 1 mark for a correctly inserted hyphen. We were very busy in the run-up to the school play.	1m															
42 G7.1	Award 1 mark for all four correct. <table border="1"> <thead> <tr> <th>Sentence</th><th>Standard English</th><th>Non-Standard English</th></tr> </thead> <tbody> <tr> <td>I were going to keep the picture to show you.</td><td></td><td>✓</td></tr> <tr> <td>We was helping to design the new school building.</td><td></td><td>✓</td></tr> <tr> <td>He doesn't know nothing about football.</td><td></td><td>✓</td></tr> <tr> <td>I have done all the washing-up.</td><td>✓</td><td></td></tr> </tbody> </table>	Sentence	Standard English	Non-Standard English	I were going to keep the picture to show you.		✓	We was helping to design the new school building.		✓	He doesn't know nothing about football.		✓	I have done all the washing-up.	✓		1m
Sentence	Standard English	Non-Standard English															
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I have done all the washing-up.	✓																

Qu.	Requirement	Mark																				
43 G6.2	Award 1 mark for all three correct. <u>dis</u>obey <u>in</u>tolerant <u>im</u>patient Do not accept misspellings.	1m																				
44 G3.2	☐ ☐ ☐ a noun phrase ☒	1m																				
45 G5.8	Award 1 mark for all four correct. <table><tr><th>Sentence</th><th>The apostrophe shows that...</th><th>True</th><th>False</th></tr><tr><td>The boys’ lunch was delicious.</td><td>there is only one boy.</td><td></td><td>✓</td></tr><tr><td>Gina put out the cats’ food.</td><td>there is more than one cat.</td><td>✓</td><td></td></tr><tr><td>The girl’s party is this afternoon.</td><td>there is more than one girl.</td><td></td><td>✓</td></tr><tr><td>The trees’ leaves were green.</td><td>there is only one tree.</td><td></td><td>✓</td></tr></table>	Sentence	The apostrophe shows that...	True	False	The boys’ lunch was delicious.	there is only one boy.		✓	Gina put out the cats’ food.	there is more than one cat.	✓		The girl’s party is this afternoon.	there is more than one girl.		✓	The trees’ leaves were green.	there is only one tree.		✓	1m
Sentence	The apostrophe shows that...	True	False																			
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The girl’s party is this afternoon.	there is more than one girl.		✓																			
The trees’ leaves were green.	there is only one tree.		✓																			
46 G4.4	Award 1 mark for a correctly punctuated sentence using the passive, for example: • <i>Vegetables were grown by the children.</i> • <i>Vegetables were grown.</i>	1m																				
47 G5.1 G5.2	Award 1 mark for capital letters and full stops correctly inserted. Frogs are amphibians. ^Tthey live on land but they lay their eggs in water. ^Ttheir eggs are called frogspawn. ^Dduring the winter, frogs hibernate at the bottom of ponds or in compost heaps.	1m																				

Qu.	Requirement	Mark																
48 G1.6	Award 1 mark for all three correct. Because it was raining (hard), the driver was unable to see (clearly) and (almost) crashed his shiny new car.	1m																
49 G4.1b G4.1d G4.1a	Award 1 mark for all three correct. <table><tr><th>Sentence</th><th>Simple past</th><th>Past progressive</th><th>Past perfect</th></tr><tr><td>Nathan <u>had hoped</u> for a part in the school play.</td><td></td><td></td><td>✓</td></tr><tr><td>The children <u>were rehearsing</u> their lines.</td><td></td><td>✓</td><td></td></tr><tr><td>Lots of parents <u>came</u> to watch.</td><td>✓</td><td></td><td></td></tr></table>	Sentence	Simple past	Past progressive	Past perfect	Nathan <u>had hoped</u> for a part in the school play.			✓	The children <u>were rehearsing</u> their lines.		✓		Lots of parents <u>came</u> to watch.	✓			1m
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Lots of parents <u>came</u> to watch.	✓																	
50 G1.8	Award 1 mark for the correct words circled. In (an) hour, we will be getting on (our) train.	1m																

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Spelling 4: The word is **couple**.

We spent a **couple** of hours at the shops.

The word is **couple**.

Spelling 5: The word is **measure**.

You should **measure** your fabric carefully.

The word is **measure**.

Spelling 6: The word is **cough**.

The dust in the air made me **cough**.

The word is **cough**.

Spelling 7: The word is **machine**.

Rosie used a sewing **machine** to make her dress.

The word is **machine**.

Spelling 8: The word is **invisible**.

The spy used **invisible** ink to write his message.

The word is **invisible**.

Spelling 9: The word is **banned**.

Chewing gum is **banned** in school.

The word is **banned**.

Spelling 10: The word is **television**.

We watched a film on **television** last night.

The word is **television**.

Spelling 11: The word is **character**.

Lola was the lead **character** in her school play.

The word is **character**.

Spelling 12: The word is **caution**.

Cross the busy road with **caution**.

The word is **caution**.

Spelling 13: The word is **syrup**.

Maple **syrup** is sometimes poured on pancakes.

The word is **syrup**.

Spelling 14: The word is **reluctantly**.

My sister **reluctantly** gave me her favourite book.

The word is **reluctantly**.

Spelling 15: The word is **reference**.

Amy borrowed a **reference** book from the library.

The word is **reference**.

Spelling 16: The word is **ridiculous**.

The comedian was dressed in a **ridiculous** costume.

The word is **ridiculous**.

Spelling 17: The word is **scenic**.

We paused to look at the **scenic** view.

The word is **scenic**.

Spelling 18: The word is **survey**.

She based her research on the results of the **survey**.

The word is **survey**.

Spelling 19: The word is **transferred**.

The football player was **transferred** to a different club.

The word is **transferred**.

Spelling 20: The word is **receipt**.

The till printed the **receipt**.

The word is **receipt**.

You should now read all 20 sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: *This is the end of the test. Please put down your pen or pencil.*