



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

# 2024 KS2 English Reading

Answers Explained

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# How to beat each question type

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## Find and copy (2a)

1. Ask the child to read the specified paragraph carefully, reminding them that the answer must be a word or phrase copied exactly from the text.
  2. Encourage the child to think about the meaning of the target word or phrase given in the question, then scan for a word in the text that means the same thing.
  3. Once the child has found the word, check together that it genuinely matches the meaning asked for, then copy it out accurately.
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## Tick one (multiple choice) (2d)

1. Ask the child to read all the options before making a decision, rather than stopping at the first one that sounds possible.
  2. Encourage the child to go back to the relevant part of the text and check each option against what the text actually says or implies.
  3. Remind the child to tick only the number of boxes asked for (usually one or two) and to change an answer by crossing out cleanly and ticking a new box.
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## Inference: how can you tell? (2d)

1. Ask the child to read the question and identify which character, feeling or idea they are being asked to infer, then find the relevant section of the text.
  2. Encourage the child to look for clues in what a character says, does, thinks or how the writer describes them, rather than just re-stating the question.
  3. Help the child to write an answer that refers to something specific from the text as evidence, for example using the phrase 'because the text says...!'
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## Word meaning in context (2a)

1. Ask the child to read the whole sentence containing the word, paying attention to what is happening at that point in the text.
  2. Encourage the child to think about what would make sense there, perhaps suggesting a synonym they already know, then check it fits the context.
  3. Remind the child that the answer needs to explain what the word means in that specific sentence, not just a general definition, so they should use the surrounding clues to guide them.
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### **Sequencing or matching (draw lines / write numbers) (2b)**

1. Ask the child to re-read the specified section of the text in order, keeping track of the sequence of events or the details being matched.
  2. Encourage the child to work through each item methodically, finding the matching information in the text before drawing a line or writing a number.
  3. Once all lines or numbers are filled in, suggest checking that no item has been used twice and that the completed set makes sense as a whole.
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### **True or false table (2b)**

1. Ask the child to take each statement in the table one at a time and find the part of the text that relates to it.
  2. Encourage the child to compare the statement carefully with what the text says, watching out for words like 'only', 'always' or 'never' that can change the meaning.
  3. Remind the child to tick one box per row and to check that their ticked answers are consistent with each other before moving on.
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### **Retrieve and record (give two/three reasons or pieces of evidence) (2b)**

1. Ask the child to identify the correct section of the text as directed by the question, then read it carefully before writing anything down.
  2. Encourage the child to find distinct points rather than saying the same thing twice in different words, as each point needs to be a separate piece of information or evidence.
  3. Suggest using short, clear sentences and, where the question asks for evidence, quoting briefly from the text to back up each point.
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### Question 1 (1 mark)

**Answer:** There are lots of unusual animals on the island.

Before your child looks at the options, ask them to think about what the phrase 'weird and wonderful wildlife' suggests about the kinds of animals found there. Ask: "What do you think it means when a place is famous for its weird and wonderful wildlife?"

The box text at the top of page 4 states Madagascar 'is well known for its range of weird and wonderful wildlife'. Children need to infer what this phrase implies: 'weird and wonderful' means unusual or extraordinary, and 'range' means many different types. The correct tick is **'there are lots of unusual animals on the island'** because that is the direct logical inference. The other options introduce ideas not supported by the phrase.

**Watch out:** A child might tick 'tenrecs are the most famous animals on the island' because the text is about tenrecs, but the phrase is about wildlife in general, not one specific animal.

### Question 2 (1 mark)

**Answer:** The word children need to find and copy is 'encountered'.

Point your child to the paragraph beginning 'They are not hedgehogs...' and ask them to read it carefully, looking for the one word that means 'met' or 'came across'. Ask: "Can you find the word in this paragraph that means the same as 'met'?"

The paragraph beginning They are not hedgehogs... contains the sentence 'You have encountered a family of lowland streaked tenrecs.' Children need to spot that **encountered** is the word that means the same as 'met' - it is used in exactly the same way a person would say they met or came across a group of animals for the first time. Only this one word is correct; the whole phrase cannot be copied.

**Watch out:** A child might copy out a longer phrase or the whole sentence. Only the single word 'encountered' is needed.

### Question 3 (1 mark)

**Answer:** Any of these count: they live in family groups; they communicate with each other when separated; zoos must keep them in pairs or groups.

Ask your child to think about what 'social' means for an animal and then find the part of the text that gives a real example of this behaviour. Ask: "What does the text tell us about how these tenrecs like to live?"

The text provides evidence across two sections. Under Are all tenrecs the same?, children can find that streaked tenrecs **'live in family groups'** – the only tenrecs to do so, which directly shows they seek company. If a child has read further, the zoo section also notes they must be kept 'in groups or pairs', reinforcing sociability. Either point earns the mark. The key skill is connecting the idea of 'social' to concrete behaviour described in the text, rather than simply quoting the words 'social animals' back at the question.

**Watch out:** A child should not simply write 'the text says they are social animals' – this just repeats the question without using evidence from the text to show why.

#### Question 4 (1 mark)

**Answer:** Beetle larvae are suitable because they are soft, and tenrecs can only eat soft food - anything harder could damage or break their fragile jaws.

Point your child to the section headed 'What do tenrecs eat?' and ask them to read it carefully. Ask: "Why would a tenrec not be able to eat something hard, like a nut?"

Under the subheading What do tenrecs eat?, the text states that tenrecs **'have very fragile jawbones and can only eat soft food'** and that harder food 'could damage or even break their jaws.' Children need to connect this to the earlier description of beetle larvae as 'soft-bodied invertebrates' - the larvae qualify because they are soft enough not to harm the tenrec. Either angle earns the mark: mentioning the larvae being soft, or mentioning the tenrec's fragile jaw.

**Watch out:** A child might simply write 'because tenrecs eat them' or 'because they are invertebrates' without explaining the key reason - the softness - which is what the question requires.

#### Question 5 (1 mark)

**Answer:** The paragraph beginning 'Imagine treading through...' matches appearance; 'Both highland and lowland streaked tenrecs are...' matches behaviour; 'Tenrecs forage...' matches diet. All three lines must be correctly drawn.

Before your child looks at the question, ask them to think about what each of those three paragraphs is mainly about - are they describing what the animal looks like, what it eats, or how it behaves? Ask: "For each paragraph, what is the single most important idea it is trying to tell us?"

The matching task asks children to identify the main content of each paragraph rather than surface details. The 'Imagine treading through...' paragraph describes what tenrecs look like - their spines, colours, and crown of spikes - so it matches **appearance**. The 'Both highland and lowland...' paragraph focuses on how tenrecs live in family groups (a social behaviour), so it matches

**behaviour.** The 'Tenrecs forage...' paragraph explains what tenrecs eat and how they find food, so it matches **diet**. All three lines must be correctly placed to score the mark.

**Watch out:** A child might match 'Imagine treading through...' to behaviour because the tenrecs are moving around, but the paragraph's main purpose is to describe what the animals look like, not how they act.

### Question 6a (1 mark)

**Answer:** Their forepaws (or feet).

Point your child at the section headed 'What do tenrecs eat?' and ask them to read just that paragraph carefully. Ask: "Which part of their body do tenrecs use to encourage worms to come up?"

The 'What do tenrecs eat?' section states that tenrecs **'stamp on the ground with their forepaws'** to create vibrations that encourage earthworms to the surface. Children need to identify the body part used in this action. The answer is their forepaws or feet - either word is accepted. The spines are used for making sounds, so a child who confuses the two sections will pick the wrong body part.

**Watch out:** A child might write 'spines' here, but spines are used for making sounds in stridulation - that is the answer to part (b), not part (a).

### Question 6b (1 mark)

**Answer:** Children should write that tenrecs use their spines (on their backs) to make sounds.

Ask your child to find the section called 'What is stridulation?' and read it carefully. Ask: "Which part of the tenrec's body does it rub together to make sounds?"

The 'What is stridulation?' section on page 5 of the reading booklet contains the answer. Children need to locate the sentence **'a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps'**. The answer children need to give is simply their spines, or spines on their back. Saying 'their back' alone is not sufficient; the key detail is the spines specifically.

**Watch out:** A child might write 'their back' as the answer, but the text is specific about the spines being the body part used - just naming the back is not precise enough to score.

### Question 7 (1 mark)

**Answer:** Streaked tenrecs use stridulation when they become separated from their family group and need to find each other.

Before your child looks back at the text, ask them to think about what they remember from the 'How do streaked tenrecs communicate?' section. Ask: "When do you think a tenrec would need to make sounds to find others in its family?"

The relevant section is 'How do streaked tenrecs communicate?' on page 5 of the reading booklet. Children need to make a small inference: the text explains that 'sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other', and that stridulation is the method used. The answer is not simply 'to communicate' - children must identify the specific trigger, which is being lost or separated from the group.

**Watch out:** A child might write simply 'to communicate' or 'to talk to each other', but this is too vague - the answer needs to specify that it happens when the family has become separated.

### Question 8 (1 mark)

**Answer:** Children need to draw four lines matching: spines to hedgehog, markings to bumblebee, snout to bird, and sounds to cricket.

Ask your child to look back at the opening paragraph of the article and find every time the tenrec is compared to another animal. Ask: "Which animals is the tenrec compared to, and what part of its body is being described each time?"

The first paragraph of Streaky and Squeaky contains all four comparisons. Children should re-read it carefully: the tenrec's spines are compared to a **hedgehog** ('bodies are round and covered with spines like a hedgehog'); the yellow markings are compared to a **bumblebee** ('brightly coloured like a bumblebee'); the snout is compared to a **bird** ('long, pointy snouts that look almost like bird beaks'); and the sounds to a **cricket**, found later in the 'What is stridulation?' section ('Crickets and other insects commonly use stridulation to communicate'). All four must be correct for the mark.

**Watch out:** A child might match 'sounds' to 'bumblebee' because bumblebees are mentioned alongside colour markings, but the bumblebee comparison is about markings, not sounds - sounds are matched to cricket.

## Question 9 (2 marks)

**Answer:** Any two of these count: deforestation is destroying their habitat; their numbers are in decline; they have less food to hunt; they are prey for larger animals.

Before your child looks back at the text, ask them to recall what threats the article mentioned for these animals. Ask: "Can you remember two problems the streaked tenrecs are facing - without looking?"

The **What issues are streaked tenrecs facing?** section on page 5 contains the material children need. The question asks for two problems the tenrecs face, earning one mark each. Children should identify problems that affect the tenrecs themselves, not just consequences for the wider food chain. The clearest answers are that deforestation is destroying the rainforest habitat, and that as a result tenrecs are in decline. Children might also mention having less food to hunt, or that they are hunted by larger animals. Stating only that the food chain could be disrupted, or that tenrecs are unique to Madagascar, does not count on its own, as those points do not describe a problem the tenrecs themselves face.

**Watch out:** A child might write that the food chain could be disrupted, but this describes a consequence for other wildlife, not a problem the tenrecs themselves face, so it does not count on its own.

**Model answer:** 1. Deforestation is destroying their rainforest habitat. 2. Their numbers are in decline / they are becoming harder to find.

## Question 10 (1 mark)

**Answer:** Streaked tenrecs are important because they hunt smaller creatures and are also prey for larger animals, making them a key part of the food chain. Without them, the whole food chain could be disrupted.

Before your child looks back at the text, ask them to think about what would happen to other rainforest animals if tenrecs disappeared. Ask: "Why do you think tenrecs matter to the other animals living in the rainforest?"

The relevant section is **What issues are streaked tenrecs facing?** on page 5. Children need to connect two ideas: the text says tenrecs **'hunt smaller creatures and are prey for larger animals like birds and snakes'**, and that **'without tenrecs, the whole food-chain could be disrupted'**. Either idea earns the mark - referencing their role as hunter or prey, or their importance to the food chain as a whole. Simply saying they are unique to Madagascar does not score, as that does not explain their importance to the rainforest.

**Watch out:** A child might write that tenrecs are important because they only live in Madagascar - but the official answer does not accept this, as it explains where they live, not why they matter to the rainforest ecosystem.

### Question 11 (1 mark)

**Answer:** Any one of these counts: they have a short lifespan, so they do not survive long in captivity; or they need to be kept in groups or pairs, which makes it difficult.

Ask your child to find the section about helping tenrecs and read it carefully. Ask: "Can you find a reason why zoos find it difficult to keep streaked tenrecs?"

The final section, How are people helping streaked tenrecs?, states directly that keeping tenrecs in zoos **'is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs'**. Children need to pick out either one of these reasons. Simply writing that zoos are not the best place is not enough - a specific reason from the text is required.

**Watch out:** A child might write that zoos are simply not good for tenrecs, but that alone does not score - a specific reason (short lifespan or the need for groups/pairs) must be given.

### Question 12 (1 mark)

**Answer:** Zoos are trying to help by breeding streaked tenrecs in captivity to build up their population, and by teaching people around the world about them.

Ask your child to find the very last paragraph of Streaky and Squeaky and read it carefully. Ask: "What are zoos actually doing to help these animals - can you find two things?"

The final paragraph of Streaky and Squeaky contains the answer: **'Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.'** Children should identify at least one of those two purposes - breeding to build population numbers, or raising awareness. Simply saying 'keeping them in zoos' is not enough, as the official answer specifically requires reference to breeding or awareness-raising.

**Watch out:** A child might write that zoos are keeping tenrecs safe or keeping them in groups, but the official answer does not accept that - it requires specific mention of breeding them or raising public awareness.

### Question 13 (2 marks)

**Answer:** Children need to tick one box in each row. The correct answers are: There are many different types of tenrec - TRUE; Highland tenrecs have white streaks - TRUE; Tenrecs communicate by stamping their forepaws on the ground - FALSE; Tenrecs live for a long time - FALSE; Lowland streaked tenrecs like to live alone - FALSE.

Before checking answers, ask your child to go back through the text and find the sentence that mentions each thing in the table. Ask: "Can you find the part of the text that tells you whether each statement is true or false?"

Spread across the whole text, children need to check each statement carefully. **Row 1 (TRUE):** the text says tenrecs are 'one of many species', confirming multiple types exist. **Row 2 (TRUE):** 'they have white stripes running down their sides' confirms highland tenrecs have white markings. **Row 3 (FALSE):** stamping forepaws encourages worms - it is not a form of communication; stridulation (rubbing spines) is how they communicate. **Row 4 (FALSE):** the text mentions their 'short lifespan'. **Row 5 (FALSE):** they 'live in family groups'. Four correct earns 1 mark; all five correct earns 2 marks.

**Watch out:** A child might tick TRUE for 'Tenrecs communicate by stamping their forepaws on the ground' because stamping is mentioned in the text - but stamping is used to encourage worms, not to communicate; communication is done through stridulation.

**Model answer:** There are many different types of tenrec - TRUE; Highland tenrecs have white streaks - TRUE; Tenrecs communicate by stamping their forepaws on the ground - FALSE; Tenrecs live for a long time - FALSE; Lowland streaked tenrecs like to live alone - FALSE.

### Question 14 (1 mark)

**Answer:** Louie chose Ned because she trusted him to be honest with her about whether she was good, and because he had seen all the circus acts so he would know a star performer if he saw one.

Before your child looks back at the text, ask them to think about what they remember of Louie's reasons. Ask: "Why do you think Louie chose Ned specifically - what made him the right person to watch her?"

The opening paragraph of the extract contains both reasons children need. The text says Louie **'trusted Ned to be straight with me'** - meaning she knew he would give her an honest opinion rather than just being kind. It also says **'He saw all the acts go in and out of the ring, so he'd know a star turn if he saw one'** - meaning his experience watching performers made him a reliable judge. Either of these reasons earns the mark. A child who only writes 'because he is her friend' will not score, as the text gives specific, deeper reasons beyond friendship.

**Watch out:** A child who writes only 'because he was her friend' will not score - the official answer requires a specific reason from the text, either his honesty or his expert knowledge of circus acts.

### Question 15 (1 mark)

**Answer:** Ned thought it was a joke because he did not know Louie had any experience, or because tightrope walking is dangerous and takes years of practice.

Before your child looks back at the text, ask them to think about what Ned knew - or did not know - about Louie's tightrope practice. Ask: "Why do you think Ned thought Louie was joking when she said she wanted to get on the rope?"

The clue lies in the opening page of the extract, where the text describes Ned's reaction: he says 'It isn't safe, Louie' and 'It takes years of practice!' Children need to infer from these lines that Ned believed Louie was completely inexperienced. He had no idea she had been secretly practising every morning. A child might also point to the danger of the rope being ten feet off the ground. Any one of these reasons - her hidden experience, the danger, or the skill required - satisfies the question.

**Watch out:** A child might simply write 'he did not believe her' without giving a reason, but a bare statement of disbelief on its own does not score - a reason such as danger, difficulty, or Louie's apparent inexperience must be given.

### Question 16 (1 mark)

**Answer:** Any two of these count: kicked off her clogs; tied back her hair; asked Ned for a leg-up (got helped up onto the rope).

Ask your child to find the part of the story where Louie actually gets ready to climb, then read those sentences carefully. Ask: "What did Louie do just before she got onto the rope?"

On page 6 of the reading booklet, the text lists Louie's actions just before she climbs: 'kicked off my clogs, tied back my hair and asked him for a leg-up on the rope.' Children need to pick any two of these three actions. The question awards 1 mark for two correct responses, so both must come from this short sequence rather than from anywhere else in the story.

**Watch out:** A child might write that Louie practised for years, but the question asks specifically what she did on page 6 immediately before walking the rope, not what she had done in the past.

### Question 17 (1 mark)

**Answer:** Ned was sleeping (snoring away in his cosy bed) every morning while Louie practised.

Point your child to the paragraph on page 6 that starts 'I could've told him...' and ask them to read it carefully. Ask: "What was Ned doing every morning while Louie was up practising?"

The answer is found on page 6, in the paragraph beginning 'I could've told him about my scrapbook.' Louie contrasts her own dedication with Ned's, saying '**while he, Ned Bailey, had been snoring away in his cosy bed**' - making clear he was asleep each morning. Children need to capture the idea of sleeping; 'snoring' or 'in bed' are also perfectly good ways to express it.

**Watch out:** A child might write that Ned was 'at the circus watching acts' - but that is a general fact about him, not what he was doing during Louie's morning practice sessions.

### Question 18 (1 mark)

**Answer:** Children should write that Louie had been practising every morning for as long as she could remember, or that she had kept a scrapbook about tightrope walking.

Before your child looks back at the text, ask them to think about what clues the story has already given about how long Louie has been interested in tightrope walking. Ask: "What do you already know about how long Louie has been thinking about or practising tightrope walking?"

The clue sits in the paragraph beginning 'I could've told him about my scrapbook'. Children need to draw on two pieces of evidence: first, that Louie had '**been practising every morning for as long as I could remember**', which shows a long-standing dedication; second, that she kept a scrapbook about Blondin, her tightrope-walking hero. Either reference earns the mark. The key inference is that both details point to years of sustained interest and preparation, not a sudden idea.

**Watch out:** Children should not answer only that Blondin was Louie's hero, as that alone does not show she had been thinking about tightrope walking for a long time - it must be linked to her own practice or the scrapbook.

### Question 19 (1 mark)

**Answer:** The correct order is: Louie pushed off Ned's hands = 1, Louie balanced on her stomach on the rope = 2, Louie looked down towards Ned = 3, Louie stood up straight and looked forward = 4.

Ask your child to find the paragraph that begins 'Help me up' and read it aloud slowly. Ask: "Can you point to each thing Louie does, one at a time, in the order she does them?"

The paragraph beginning 'Help me up,' I said on page 7 describes the sequence step by step. First, Ned cupped his hand and **'heaved me upwards'** (pushing off his hands = 1). Next, Louie **'moved onto the rope till I lay flat across it'** (stomach = 2). Then, she **'eased myself into a crouching position'** and gained a **'bird's-eye view of the top of your head'** - looking down at Ned (= 3). Finally, she **'stood up slowly, counted to five and focused straight ahead'** (stood up, looking forward = 4). Children should re-read the paragraph carefully in order rather than relying on memory.

**Watch out:** A child might place 'looked down towards Ned' before 'balanced on her stomach', but the bird's-eye view comment comes after she is already on the rope and crouching, not before.

### Question 20 (1 mark)

**Answer:** Tick these two: 'She was confident that she would be safe' and 'She wanted Ned to be able to see her properly.'

Before your child looks at the options, ask them to picture the scene: Louie is on the rope and tells Ned to move away. Ask: "Why do you think Louie wanted Ned to step back - what does that tell us about how she was feeling?"

Page 7 contains the key inference. Louie tells Ned to step back, which shows she is not worried about falling and does not need him close for safety - ruling out the first option. Stepping back also means Ned gets a clear view of her performance, confirming the second correct option. Children need to read the phrase as showing both Louie's self-assurance and her desire to be watched properly, not as evidence of teaching or backwards tricks.

**Watch out:** A child might tick 'She wanted Ned close by for safety' - this is the opposite of what the instruction shows; by sending Ned away, Louie signals she feels entirely safe without him nearby.

### Question 21 (2 marks)

**Answer:** Any two of these count: Louie needed help to get up onto the rope; she had to move very slowly and carefully; Ned worried she might fall; she had to concentrate completely; the rope swayed and she needed balance; the rope was high in the air.

Ask your child to close the booklet and think about what they have just read. Ask: "What two things in the story make tightrope walking look really hard or dangerous?"

Page 7 contains several details that children can use as evidence. Each piece of evidence earns 1 mark, up to a maximum of 2 marks. Strong answers point to specific textual details: Louie had to ask Ned to cup her foot just to mount the rope; she eased herself into a crouching position very slowly; Ned asked 'Shouldn't I stay here? Just in case you fall?', showing concern; Louie describes how 'the entire world had shrunk right down on this one length of rope', suggesting intense focus is required; and 'the only movement was in my ankles as they worked to keep me upright' shows constant balance is needed. Children should pick two distinct points and express them clearly - the exact wording does not have to match the text, as long as the idea is correct.

**Watch out:** A child might write simply 'it is dangerous' without any supporting detail from the text - a general statement like this on its own would not score, as the question asks for evidence from the page.

**Model answer:** 1. Louie needed Ned to help her up onto the rope because she could not get on by herself. 2. She had to concentrate completely - the text says the entire world had shrunk down to just that one length of rope.

## Question 22 (2 marks)

**Answer:** Any two of these count: she made more of a show; she flourished her wrists; she stretched out each leg in turn; she started walking again; it felt good to be watched and she thought harder about her moves.

Ask your child to find the paragraph beginning 'Arms out to the side' and read it carefully, then ask: "How is Louie walking the rope differently this time compared to her first crossing?"

The paragraph beginning 'Arms out to the side' on page 7 is where children need to look. The question asks for two pieces of evidence of growing confidence, earning one mark each (up to two marks). Children should pick out specific actions or statements Louie makes the second time she crosses the rope: '**making more of a show**' shows she is performing more boldly; '**flourishing my wrists**' and '**stretch out each leg in turn**' show deliberate, decorative movement that a nervous walker could not manage. The comment '**It felt good to be watched. It made me think harder about how I moved**' also shows confidence, as Louie is now enjoying the audience rather than simply concentrating on not falling.

**Watch out:** A child might simply write 'she walked across the rope' - this is too vague and does not show evidence of increased confidence specifically. The answer needs to identify a behaviour that is bolder or more showy than before.

**Model answer:** 1. She made more of a show, flourishing her wrists and stretching out each leg in turn. 2. It felt good to be watched and she thought harder about how she moved and what shapes and lines she made.

### Question 23 (1 mark)

**Answer:** The correct tick is 'excited'.

Before your child looks back at the text, ask them to picture the moment - Louie has just walked the tightrope for the first time and Ned is asking her to do it again. Ask: "What single word would you choose to describe how Louie is feeling right at that moment, and why?"

On page 8, the phrase The flames were there inside me is a metaphor for burning inner energy and desire. Children need to infer the emotion behind this image: the context shows Louie has just completed her walk and Ned wants her to do it again, so she is fired up and hungry for more. **Excited** fits because the following sentence confirms it - 'Now I'd started, I wanted more. More people, more cheers, more gasps of delight.' The other options do not match: she is not physically hot, not amused, and certainly not nervous at this triumphant moment.

**Watch out:** A child might tick 'nervous' because Louie was described as jittery earlier, but by this point in the story she has successfully crossed the rope and the flames imagery signals positive, energised emotion, not anxiety.

### Question 24 (1 mark)

**Answer:** Tick 'Louie said it in her head.' It is Louie giving herself a silent, internal reminder to concentrate.

Before your child looks back at the text, ask them to think about how the line 'Focus, Louie' is written - no speech marks, no one is described as saying it aloud. Ask: "Who do you think said those words, and how were they said?"

The phrase Focus, Louie appears on its own line on page 8, set apart from the surrounding narrative. Children need to recognise that it is written in the first-person narrator's voice and has no speech marks, dialogue tag, or indication that anyone spoke aloud. It reads as an internal thought - Louie reminding herself to concentrate after feeling the excitement of 'the flames were there inside me'. The official answer confirms it is Louie speaking to herself in her head.

**Watch out:** A child might tick 'Louie said it loudly' because it is an instruction, but there are no speech marks and no one is described as speaking, so it is clearly a silent, internal thought.

## Question 25 (1 mark)

**Answer:** Any of these count: she wanted more people to watch and cheer her; she felt flames inside her (showing excitement/pride); she performed tricks showing off; she went back along the rope again; she grinned at Ned; she was pleased by his reaction.

Before your child looks back at the text, ask them to think about how Louie behaved once she was on the rope and how she reacted to Ned's response. Ask: "What did Louie do or say that shows she was enjoying having someone watch her?"

Page 8 contains several clues that children need to connect to Louie's love of performing. The clearest evidence is 'Now I'd started, I wanted more. More people, more cheers, more gasps of delight' - this directly shows she craves an audience. A child might also point to 'The flames were there inside me' as a metaphor for the thrill of performance, or note that she repeated the walk when Ned asked, suggesting she didn't want to stop. Any one clear piece of evidence pointing to her enjoyment of being watched is sufficient for this single mark.

**Watch out:** A child who writes only 'she felt shy' will not score, as the official answer specifically states this does not count - the shyness came after she came down, not during the performance.

## Question 26 (3 marks)

**Answer:** Any three of these count: Ned said 'You ain't getting up on that?'; he warned Louie it wasn't safe; he said it takes years of practice; he asked whether he should stay nearby in case she fell; he breathed in sharply when she spun on one foot.

Ask your child to close the booklet and think back through the story. Ask: "Without looking, can you remember three things Ned said or did that showed he was worried about Louie on the rope?"

Scattered across the whole extract, several moments reveal Ned's anxiety. Children need to find three distinct pieces of evidence. **Each one earns a single mark**, up to three marks total. Strong choices include Ned's exclamation "You ain't getting up on that?" (disbelief shading into alarm); his warning "It isn't safe, Louie"; his comment "It takes years of practice" (implying she will fail); his question "Shouldn't I stay here? Just in case you fall?" (he genuinely fears she will drop); and the detail that "Ned breathed in sharp" when she spun on one foot. Children must quote or paraphrase the text closely. Note that 'He thought it was all one big prank' and 'You better come down' are specifically not accepted, so children should avoid those two.

**Watch out:** Children must not use 'He thought it was all one big prank' or 'You better come down' as evidence of nervousness - the official answer explicitly rules both of these out.

**Model answer:** 1. Ned said, "You ain't getting up on that?" showing he was shocked and worried. 2. He told Louie, "It isn't safe" and that tightrope walking takes years of practice,

suggesting he feared she would get hurt. 3. He asked, "Shouldn't I stay here? Just in case you fall?" because he genuinely thought she might fall.

### Question 27 (1 mark)

**Answer:** The lines should be drawn as follows: before going on the rope links to anxious; while walking along the rope links to focused; back down on the ground links to shy.

Before checking the answer, ask the child to look back at the story and think about how Louie feels at three different moments. Ask: "How does Louie feel just before she gets on the rope, while she is actually walking it, and then when she comes back down to the ground?"

Across the whole extract, children need to track how Louie's feelings shift at three distinct moments. Before she gets on the rope, she is described as **'jittery'** - nervous and anxious. While she walks the rope, her mind goes quiet and she counts to five and focuses straight ahead, showing she is focused. After she comes back down, she 'felt suddenly shy in my too-big tunic and old tights', showing shyness. All three lines must be correct to score the mark.

**Watch out:** A child might match 'before going on the rope' with 'focused' because Louie seems determined, but the text uses the word 'jittery' to show she is anxious at that point, not yet focused.

### Question 28 (2 marks)

**Answer:** Any two of these count: pebbles rattling down the hillside; the monkeys' grunting and chattering getting louder; the monkeys behaving as if warning of danger.

Before your child looks back at the text, ask them to think about what they remember from the opening of the story - what unusual things happened just before Ruskin saw the leopard. Ask: "What do you remember noticing that warned something was nearby, before the leopard was actually spotted?"

The first paragraph contains all the evidence children need. Before Ruskin actually sees the leopard, the text describes two distinct warning signs: **'the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger'**, and **'a shower of pebbles came rattling down the steep hillside'**. Each of these counts as a separate sign, so children should identify both to secure both marks. Noting that the monkeys were 'trying to warn' of danger is also acceptable as a point distinct from simply saying they got louder, so a child could pick any two of the three ideas for full marks.

**Watch out:** A child might mention seeing the leopard's eyes or the deer, but these appear later in the text, not in the first paragraph the question specifies.

**Model answer:** 1. A shower of pebbles came rattling down the hillside. 2. The monkeys' grunting and chattering increased, as if warning of hidden danger.

### Question 29 (1 mark)

**Answer:** The leopard became aware that Ruskin was there, without needing to look directly at him.

Point your child to the sentence containing the phrase 'sensed my presence' in the first full paragraph of *The Leopard*. Ask: "What do you think it means to 'sense' something, without using the word 'sense' or 'presence' in your answer?"

The phrase **sensed my presence** appears in the first paragraph of 'The Leopard', just after the leopard turns its head. Children need to move beyond simply repeating the words 'sensed' or 'presence' – the question tests whether they can restate the meaning in their own words. The correct idea is that the leopard became aware of Ruskin being there, without necessarily seeing or hearing him directly. Answers such as 'knew I was there without looking' or 'became aware of him' are correct. Responses that just say 'he sensed he was there' (repeating the word 'sensed') or that give a specific sense such as 'the leopard smelled him' do not score.

**Watch out:** A child might write 'the leopard smelled him' or 'the leopard heard him' – naming a specific sense – but the official answer requires the broader idea of becoming aware of someone, not a specific method of detection.

### Question 30 (1 mark)

**Answer:** The word 'melted' means the leopard disappeared silently into the shadows, or faded and became part of them so it could no longer be seen.

Ask your child to find the sentence in the first paragraph that describes the leopard leaving the rock and jumping away. Ask: "What do you think the word 'melted' tells us about how the leopard disappeared?"

The phrase he melted into the shadows appears in the first paragraph of 'The Leopard', describing the leopard leaving the rock. Children need to explain what **melted** means in this context, not what the word usually means. The leopard did not literally melt; rather, it **disappeared or faded into the darkness** so smoothly and silently it seemed to become part of the shadows. Answers referencing

'vanished', 'camouflaged', or 'merged with the shadow' all convey this idea and would score the mark.

**Watch out:** A child might write that the leopard 'ran away quickly', but the word 'melted' is specifically about how silently and seamlessly it vanished - speed is not what is being described.

### Question 31 (1 mark)

**Answer:** Ruskin thought the leopard had been hunting for food before he disturbed it.

Ask your child to find the paragraph beginning 'He was not looking toward me' and read it carefully. Ask: "What do you think the leopard was doing just before Ruskin arrived?"

In the paragraph beginning 'He was not looking toward me', Ruskin says he had '**disturbed the animal in his quest for food**'. Children should point to hunting or looking for food as the answer. Shortly after, the cry of a fleeing deer confirms the hunt was still continuing. Any phrasing that captures the idea of the leopard searching for or pursuing prey is sufficient for this one-mark retrieval question.

**Watch out:** A child might say the leopard was watching or observing Ruskin, because it turns its head and looks at him - but that happened after Ruskin arrived, not before.

### Question 32 (1 mark)

**Answer:** The correct tick is 'He heard it coughing.'

Ask the child to look at the paragraph starting 'The leopard, like other members...' and think about what Ruskin notices about the leopard in the weeks after he first sees it. Ask: "What clue does Ruskin get that the leopard is still around, without actually seeing it?"

The relevant paragraph begins 'The leopard, like other members of the cat family...' Children should scan it for the clue that tells Ruskin the leopard is still nearby without him seeing it. The text says '**A dry, rasping cough sometimes gave it away**' - this is the sign he detects in the weeks after the first sighting. The other options do not match: he sees it at twilight much later, he never hears a heartbeat, and the rock sighting was the very first encounter, not the weeks that followed.

**Watch out:** A child might tick 'He saw it at twilight' because twilight is mentioned in that same paragraph, but the twilight detail is about Ruskin walking home late, not about spotting the leopard.

### Question 33 (1 mark)

**Answer:** The word children need to copy is either 'uneasy' or 'disturbed'.

Ask your child to find the sentence on page 11 that describes how Ruskin felt after talking to the hunters. Ask: "Can you find and copy one word from that sentence that shows he felt uncomfortable?"

On page 11, after Ruskin speaks with the hunters about selling leopard skins, the text says he walked on '**feeling uneasy and disturbed**'. Both words directly express his discomfort. Children must find and copy exactly one of these two words. A common slip is copying a longer phrase rather than a single word - the question specifically asks for one word.

**Watch out:** A child might copy the whole phrase 'uneasy and disturbed' rather than choosing just one word, but the question asks for a single word only.

### Question 34 (1 mark)

**Answer:** The hunters knew there was a leopard because they had seen the leopard's paw prints and the carcass of the deer.

Ask your child to find the paragraph on page 11 that starts with 'The hunters had seen...' and read it carefully. Ask: "What two things in the forest told the hunters a leopard had been there?"

On page 11, the sentence 'The hunters had seen the carcass of the deer, and they had seen the leopard paw prints' provides both pieces of evidence directly. Children need to give **both** the deer's carcass and the paw prints to earn the single mark, as the question asks for two ways and only awards credit when both are identified.

**Watch out:** A child might write only 'they saw a deer' without mentioning the carcass specifically, or give only one piece of evidence. Both pieces must be given to earn the mark.

### Question 35 (1 mark)

**Answer:** The strong smell of a cat (feline odour) coming from the cave made Ruskin suspect the leopard was inside.

Before your child looks back at the text, ask them to think about which of their senses might alert someone that a wild animal was nearby in the dark. Ask: "If you couldn't see inside a cave, what might tell you a large animal was hiding in there?"

The paragraph beginning One day on page 11 contains the clue. Ruskin approaches the cave and becomes **increasingly aware** of the strong feline odour of one of the cat family - it is this scent, not any sight or sound, that makes him suspect the leopard is there. Children need to name the smell or odour as the reason; a vague reference to "something strange" without specifying the cat-like scent will not be enough.

**Watch out:** A child might say the silence or lack of movement made Ruskin suspicious, but those details tell him the cave was still - it is specifically the feline smell that points to the leopard's presence.

### Question 36 (2 marks)

**Answer:** True, False, False, True. Exporting skins was not allowed (True); the leopard could be heard from outside the cave (False); the hunters used their weapons carefully (False); the pine martens were scared of Ruskin (True).

Ask your child to turn to page 11 and read it through before attempting any tick. Then ask: "For each statement, can you find the part of the text that tells you whether it is true or false?"

Page 11 contains the evidence for all four rows. For **exporting skins**, the text states 'there was a ban on the export of skins', making that row True. For **the leopard being heard from the cave**, the text describes absolute silence outside the cave, so that row is False. For **hunters using weapons carefully**, the text says they 'were ready to fire at almost anything', so False. For **pine martens being scared of Ruskin**, the text says they 'dashed into hiding at my approach', making that row True. Children need to read the whole of page 11 carefully before answering. Two marks for all four correct; one mark for three correct.

**Watch out:** A child might tick 'True' for 'The hunters used their weapons carefully' because hunters are often associated with skill, but the text says they were ready to fire at almost anything, showing the opposite.

### Question 37 (1 mark)

**Answer:** There was no movement inside the cave: Ruskin knew this. The leopard was hiding inside the cave: Ruskin imagined this. The leopard recognised Ruskin: Ruskin imagined this.

Before your child looks back at the passage, ask them to think about the difference between something you can actually see or hear and something you are just guessing or hoping. Ask: "Which of these three things do you think Ruskin could actually see for himself, and which ones was he just imagining?"

Children need to distinguish between what Ruskin observed directly and what he speculated. He states plainly '**There was no movement of dry leaf or loose stone**' - this is something he could see and hear for himself, so it belongs in the 'knew' column. The other two statements come from the word 'Perhaps' and phrases like 'I like to think', which signal imagination rather than fact. A child who puts 'no movement' in the imagined column, or either of the other two in the knew column, will not score the mark, as all three must be correct.

**Watch out:** A child might place 'no movement inside the cave' in the imagined column, thinking Ruskin could not see inside - but the text confirms he directly observed no movement of leaf or stone, making it something he knew.

### Question 38 (1 mark)

**Answer:** The correct tick is 'dare to explore'.

Point your child to the paragraph beginning 'Perhaps I had made...' and ask them to read the sentence containing the word 'venture' aloud. Ask: "What do you think Ruskin was deciding not to do at that moment?"

In the paragraph beginning Perhaps I had made..., Ruskin says **I did not venture any further** after reaching the cave entrance. The context makes clear he chose not to go deeper inside, even though he was curious. Venture here means to boldly go somewhere or do something risky. Children need to select the option that captures that sense of daring to go forward into an unknown or potentially dangerous place. 'Dare to explore' matches exactly. The other options ('think about things', 'plan ahead', 'ask questions') all describe mental activities, not physical movement into a risky situation.

**Watch out:** A child might tick 'think about things' because the passage is reflective in tone, but 'venture' here describes a physical action Ruskin chose not to take, not a thought process.

### Question 39 (3 marks)

**Answer:** Children need to give two ways Ruskin's personality differed from the hunters, using evidence from the text for at least one. Any two of: he was protective of the leopard; he was non-violent towards animals; he was ethical/law-abiding; he was brave; he liked to be alone; he was reflective about his actions.

Before looking at the answer, ask your child to think about what the hunters wanted from the forest and what Ruskin wanted from the forest - and how those two things are different. Ask: "How do you think Ruskin felt about the leopard compared with the hunters, and what does the text show us about that?"

Spread across both pages of 'The Leopard', the contrasts between Ruskin and the hunters build steadily. **To earn 3 marks**, children must identify two distinct personality differences with at least one backed by a textual example - for instance, noting that Ruskin protected the leopard because 'They asked me if I had seen a leopard. I said I had not', and separately that he carried no gun so was non-violent. **2 marks** come from two valid points without evidence, or one point with solid evidence. **1 mark** is awarded for a single valid point alone. Children should avoid vague answers like 'he was nicer'; they need to name a personality trait and, ideally, link it to specific wording in the text.

**Watch out:** A child might simply write 'he was kinder' or 'he liked animals' without any evidence or precise personality label - this alone is too vague to earn more than 1 mark.

**Model answer:** 1. Ruskin was protective of the leopard. He lied to the hunters when they asked if he had seen it, saying 'I said I had not', to keep it safe from them. 2. He was non-violent - he carried no weapon and did not want to hunt or harm animals, unlike the hunters who were 'ready to fire at almost anything'.

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