



Section 1: Striped and Spotted

Q. Answer

- 1 **Option 1:** there are lots of unusual animals on the island.
- 2 **misconstrued**
reference to being in family groups.
AA reference to communicating with each other.
- 3 AA reference to deer needing to keep streaked tennies in pairs or groups.
DMA reference only to the quotation, both frightened and lowland streaked tennies and very social animals.
- 4 **Either of the following:**
1. better horses being soft / not too hard
2. streaked tennies only being able to eat soft food / other foods hurting them.
AA reference to streaked tennies having fragile jaws.

All correctly matched:



5a reference to (dis)appears / lost

5b reference to appear

7 reference to when streaked tennies became separated / lost

All correctly matched:



Any two of the following (up to 2 marks):

1. deterioration / the destruction of streaked tennies' habitat
2. streaked tennies numbers being in decline
3. streaked tennies having less food (or hunt)
AA reference to streaked tennies being prey for larger animals.
AA reference only to the absence of streaked tennies disrupting the whole food chain.

Either of the following:

1. streaked tennies hunting prey / becoming prey
2. streaked tennies being important to the food chain

AA reference only to streaked tennies being unique to the rainforest (in Madagascar)

Either of the following:

1. streaked tennies' short lifespan
2. the requirement for streaked tennies to be kept in groups or pairs

reference to breeding streaked tennies / building a population of streaked tennies.

AA reference to raising awareness of streaked tennies

12 DMA reference only to keeping streaked tennies in groups or pairs
DMA reference only to deer keeping streaked tennies

1 mark for

four

AP

13 2 marks for

all four correct

Text	AP	DMA
There were many different types of animals on the island.	✓	
Streaked tennies were better adapted to the island.	✓	
Streaked tennies were in the wrong place in the food chain.		✓
Streaked tennies were in the wrong place in the food chain.		✓
Streaked tennies were in the wrong place in the food chain.		✓
Streaked tennies were in the wrong place in the food chain.		✓

Section 2: The Girl who Walked on Air

Q. Answer

- 14 **Either of the following:**
1. Louise trusting Ned to be straight with her
2. Ned's expert knowledge
DMA reference only to Ned being Louise's friend
- 15 **Any of the following:**
1. Ned not knowing Louise has experience / Ned thinking Louise is inexperienced
2. tightrope walking being dangerous (for Louise to attempt)
3. tightrope walking being far experts / being difficult
DMA reference only to Ned's disbelief
- 16 **Any of the following:**
1. kicking off her shoes
2. tying back her hair
3. getting help/ up
AA reference to practising / learning the skill
- 17 **reference to the quotation, moving away in his case but**
reference to the quotation, / I'd been practising every morning for as long as I could remember
- 18 AA reference to Louise keeping a scrapbook
DMA reference only to Louise's hair being blonde / a famous tightrope walker
- 19 **Lower interest in her career in the past:** (2)
Lower level of strength and lower interest: (2)
Lower interest in her career in the past: (2)
Lower level of strength and lower interest: (2)

20 **Option 1:** she was confident that she would be safe
And Option 2: she wanted Ned to be able to see her properly

Any two of the following (up to 2 marks):

1. Louise requiring help to get up onto the rope
2. the need for slow / careful movement
3. Ned's concern that Louise could fall
4. the need for concentration / focus
5. the need for balance
AA reference to the tightrope being high in the air

Any two of the following (up to 2 marks):

1. the quotation, making more of a show
2. the quotation, it felt good to be watched, it made me think harder about how I moved
3. the quotation, flourishing my arms
4. the quotation, she felt out with leg in turn
5. the quotation, I started walking again
AA general references to Louise performing tricks / movements

23 **Option 1:** correct

24 **Option 2:** Louise said it was her friend.

Any of the following:

1. Louise wanting more people to watch / cheer her
2. the quotation, The flames were there inside me
3. Louise's confidence in the tightrope
4. Louise going back along the rope again

25 5. Louise grinning at Ned

6. Louise being pleased by Ned's reaction

7. Louise not wanting to come down

DMA reference only to the quotation, Back on the ground, I felt suddenly shy

Any three of the following (up to 3 marks):

1. the quotation, they aren't getting up on that?
2. the quotation, it don't sags, Louise / How can't just get up on the rope and...
3. the quotation, it's a proper skill / it takes years of practice
4. the quotation, Shouldn't I stay here? / Just in case you fall?
5. the quotation, Ned swooned in sleep
DMA reference to the quotation, You better come down
DMA reference to the quotation, the thought it was all over big ground



Section 3: The Leopard

Q. Answer

- Any two of the following (up to 2 marks):
1. pebbles rattling down the hill
2. the monkeys' grunting and chattering increasing
3. the monkeys warning of danger
- reference to the leopard eating Hudson was there
DMA reference to the leopard hearing / smelling / seeing Hudson
- 28 DMA reference to the leopard hearing / smelling / seeing Hudson
- 29 **Either of the following:**
1. disappeared (into the shadows)
2. camouflaged / faded (into the shadows)
- 30 AA reference to (the writer) no longer being able to see the leopard

31 **reference to hunting (Hewy)**

32 **Option 1:** reference to hunting (Hewy)

Either of the following:

1. uneasy
2. disturbed

reference to both of the following:

1. paw prints / leopard prints
2. the (leopard's) scent
DMA reference only to a deer

35 **reference to the water / colour (of a cat / leopard)**

Text	AP	DMA
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	

3 mark for three correct or 2 marks for all four correct

Text	AP	DMA
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	
The leopard was a beautiful animal.	✓	

3 mark for all three correct

38 **Option 1:** close to negative

3 mark for two APs, at least one with evidence,
2 marks for either two APs, or one AP with evidence,
2 marks for one AP

1. her is protective / respectful towards nature / conservation

2. her is non-violent towards animals

3. her is ethical / low-riding / not-murdering

4. her is brave

5. her is solitary

6. her is reflective

Ks2 Smile Please Mark Scheme

Wolfgang Guggemos

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

Ks2 Smile Please Mark Scheme:

Inspiring Primary Learners Roger McDonald, Poppy Gibson, 2021-02-25 Inspiring Primary Learners offers trainee and qualified teachers high quality case studies of outstanding practice in contemporary classrooms across the country Expert authors unravel and reveal the theory and evidence that underpins lessons helping you make connections with your own practice and understand what excellent looks like within each context and how it is achieved Illustrated throughout with interviews photos and examples of children s work it covers a range of primary subjects and key topics including creating displays outdoor learning and developing a reading for pleasure culture The voice of the practitioner is evident throughout as teachers share their own experience difficulties and solutions to ensure that children are inspired by their learning Written in two parts the first exemplifies examples of practice for each National Curriculum subject whilst the second focuses on the wider curriculum and explores issues pertinent to the primary classroom highlighting important discussions on topics such as Reading for pleasure Writing for pleasure Creating a dynamic and responsive curriculum Creating inspiring displays Outdoor learning Pedagogy for imagination Relationships and Sex Education This key text shows how even within the contested space of education practitioners can inspire their primary learners through teaching with passion and purpose for the empowerment of the children in their class For all new teachers it provides advice and ideas for effective and engaging learning experiences across the curriculum

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