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KEY STAGE

2

LEVEL

6

English tests

English reading mark schemes

New Worlds

2015

National curriculum tests

2 2015 key stage 2 level 6 English reading test mark schemes

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Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

This booklet contains the mark schemes for the assessment of level 6 English reading. Level threshold tables will be available at www.gov.uk/sta from Tuesday 7 July 2015.

The level 6 English reading test consists of a reading booklet and an answer booklet. A total of 34 marks is available.

As in previous years, external markers will mark the key stage 2 national curriculum tests. The mark schemes are made available to teachers after the tests have been taken.

The mark schemes were written and developed alongside the questions. Pupils' responses from trialling have been added as examples to the mark schemes to ensure they reflect how pupils respond to the questions. The mark schemes indicate the criteria on which judgements should be made. In applying these principles, markers use professional judgement based on the training they have received.

The assessment focuses for English reading provide information about the particular processes and skills a pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark schemes as well as the way they will be used by external markers. The assessment focuses are drawn from the national curriculum and are common across levels 3–5 and level 6 tests. The assessment focuses for English reading are listed on page 4.

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The English reading test mark schemes

The range of marks available for each question is given under each question in the reading answer booklet.

Incorrect or unacceptable answers are given a **mark of 0**. No half marks are awarded. There are several different answer formats:

- **short answers**
These may be only one word or a few words. **1 mark** may be awarded for each correct response.
- **several line answers**
These may be a few words or a sentence or two. Up to **2 marks** may be awarded.
- **longer answers**
These require a more detailed explanation of the pupil's opinion, and / or detailed reference to the text, which may include use of quotation. Up to **3 marks** may be awarded. The mark scheme will clearly show the maximum mark allocation and the criteria for the award of marks.
- **selected answers**
Some responses do not involve writing. The requirements are explained in the question.

The mark schemes were devised after trialling the tests with pupils. They contain examples of some frequently occurring correct answers given in the trials (these are shown in italics). Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

Assessment focuses for English reading

The aspects of reading to be assessed are pupils' ability to:

- AF1** Use a range of strategies, including accurate decoding of text, to read for meaning.
- AF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
- AF3** Deduce, infer or interpret information, events or ideas from texts.
- AF4** Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
- AF5** Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.
- AF6** Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.
- AF7** Relate texts to their social, cultural and historical contexts and literary traditions.

How the English reading mark schemes are set out

Aspect of reading assessed by this question

Acceptable points (AP)

15. Look at page 9.

What do we learn about Aldrin's feelings on this page?
Explain fully, referring to the text in your answer.

up to 3 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Acceptable points:

Feeling:	Likely evidence:
1. his sense of awe / wonder (at the view)	<ul style="list-style-type: none"> • He looks up at the half-dark Earth • can make out the slowly rotating shapes of North Africa and the Middle East • realizes that the soil next to his boots has lain untroubled by life since before those continents existed
2. his sense of honour / privilege / being one of the first people there	<ul style="list-style-type: none"> • he's covered in goose bumps • realizes that the soil next to his boots has lain untroubled by life since before those continents existed
3. nervous / anxious / afraid	<ul style="list-style-type: none"> • he's covered in goose bumps • cracking a joke
4. excited	<ul style="list-style-type: none"> • he's covered in goose bumps
5. relieved / reassured	<ul style="list-style-type: none"> • He likes the reduced gravity, is glad of its attention • after the weightlessness of space, which feels lonesome to him
6. alone / lonely / isolated / separated	<ul style="list-style-type: none"> • is glad of its attention • feels lonesome to him • as though he's nowhere • He looks up at the half-dark Earth
7. light-hearted / relaxed	<ul style="list-style-type: none"> • Aldrin chips in, too • cracking a joke
8. insignificant	<ul style="list-style-type: none"> • realizes that the soil next to his boots has lain untroubled by life since before those continents existed

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Criteria for the award of marks

Examples of responses produced in the trials and awarded 3 marks

Exemplifies that acceptable point has been achieved

Examples of responses produced in the trials and awarded 2 marks

Examples of responses produced in the trials and awarded 1 mark

Responses that may occur quite frequently but do not merit any marks

Award 3 marks for answers that clearly identify at least two acceptable points, both with supporting evidence, eg:

- we learn that he is feeling happy because of the quote 'Aldrin joins him cracking a joke', this suggests that he is ecstatic that he got to the moon, and is in a good mood. Secondly, he is a little bit scared as evidenced by 'he's covered in goosebumps' if you have goosebumps you are scared, so that shows his fear [AP7 + support, AP3 + support]
- we learn that he is in awe of how untouched it is, and that he is scared and excited, we know this because of the goosebumps he had as he stepped away from the lunar module. [AP1 + support, AP3 and AP4, both supported by the same evidence]

Award 2 marks for answers that **either** identify at least one acceptable point with supporting evidence **or** that identify at least two acceptable points without supporting evidence, eg:

- I think he feels that he isn't important as he realises the soil next to his boots has lain untouched since before those continents existed [AP8 + support]
- that he's cold and scared. That he's happy and relieved. [AP3, AP7 + AP5]

Award 1 mark for answers that identify one acceptable point, eg:

- Aldrin's feelings are a bit scared [AP3]
- he must be very proud of being on the moon. [AP2]

Accept the same evidence for more than one acceptable point, if appropriate.

Do not accept a feeling supported by evidence relating to the wrong character (Armstrong), eg:

- he's nervous because he walks hesitantly.

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The following table identifies the questions (with marks available) that address each assessment focus (AF):

	AF2	AF3	AF4	AF5	AF6	AF7
	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</i>	<i>Deduce, infer or interpret information, events or ideas from texts.</i>	<i>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</i>	<i>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</i>	<i>Relate texts to their social, cultural and historical contexts and literary traditions.</i>
Section 1: Treasure Island						
Q1						1
Q2	1					
Q3	1					
Q4			3			
Q5	2					
Q6		1				
Q7	2					
Q8		2				
Section 2: Moondust						
Q9			2			
Q10					2	
Q11					3	
Q12		1				
Q13				1		
Q14		1				
Q15		3				
Q16		1				
Q17	2					
Section 3: both texts						
Q18					2	
Q19				3		
Total	8	9	5	4	7	1

Assessment focus 1 underlies the reading of and response to the text and questions in the test, and is not explicitly assessed at key stage 2. Not all focuses will be appropriate to, or appear in, any one test at any given level.

Section 1: *Treasure Island***Reading answer booklet: Page 4**

1. According to the text, in what way is *Treasure Island* still influential?

1 mark

Assessment focus 7: relate texts to their social, cultural and historical contexts and literary traditions

Award **1 mark** for answers that identify any of the following:

1. it is referred to in *Pirates of the Caribbean*, eg:
 - *the Treasure Island is mentioned in 'Pirates of the Caribbean'.*
2. there have been (many) film versions of *Treasure Island*, eg:
 - *it has influenced people to change it into films.*
3. there have been television and / or radio versions, eg:
 - *it has been made into television shows and radio productions.*
4. there is a computer / video game based on it, eg:
 - *the book is so good it is worthy enough to become a game.*
5. a sequel to *Treasure Island* has been written, eg:
 - *because they made a sequel called Silver in 2012.*
6. there have been many different versions of *Treasure Island*, eg:
 - *there are still things being produced and made today about it.*

Do not accept answers that **only** reference *Swallows and Amazons*.

8 2015 key stage 2 level 6 English reading test mark schemes**Reading answer booklet: Page 4** (continued)

2. Look at the first paragraph, beginning: *We had made a great deal of way...*

Which **two** statements about the trees on Treasure Island are **true**?

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text.

Award **1 mark** for **two** ticks in the correct boxes:

The trees on Treasure Island...

Tick **two**.

are all the same height.

include pine trees.

are mostly taller than the hills.

are strangely shaped.

all have a similar grey colour.

Reading answer booklet: Page 5

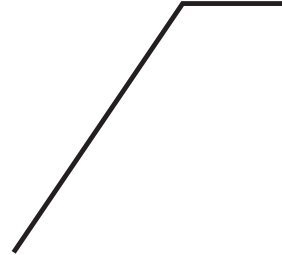
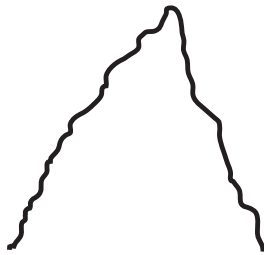
3. Which of these shapes best represents the shape of the Spy-glass?

Tick **one**.

1 mark

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text.

Award **1 mark** for:



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Reading answer booklet: Page 6

4. Look at the text on page 4.

How do the paragraphs on this page build up to the last line on page 4:
I hated the very thought of Treasure Island?

Explain fully, referring to the text in your answer.

You should write about:

- Jim's first impressions of Treasure Island
- his description of being on board ship
- his feelings in the last paragraph on this page.

up to 3 marks

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Criteria for award of marks:	
3 marks	<p>Award 3 marks for a response which explains how the text is deliberately organised to build up a sense that something is wrong / the island is unpleasant / despite his discomfort, Jim would prefer to remain on the ship.</p> <p>There is some development of comments, and these are supported by well-selected evidence.</p> <p>Some features that contribute to the build-up are identified, eg: the sequencing of events or the repetition of ideas.</p>
2 marks	<p>Award 2 marks for a response which shows some understanding of how the first three paragraphs build up to the last line. There may be very little explanation of how the text is deliberately organised.</p> <p>There are some relevant comments about, and evidence from, more than one section.</p> <p>There is some awareness of how a sense that something is wrong / the island is unpleasant is built up.</p>
1 mark	<p>Award 1 mark for a response which demonstrates some recognition of a sense that something is wrong / the island is unpleasant.</p> <p>Comments are mostly descriptive; little to no evidence is offered.</p>

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Exemplar answers:

3 marks	<p><i>The paragraphs describe the place as really dismal. Jim's first impression wasn't a good one, he didn't like it as he says here "grey-coloured woods". This already sets a bad impression on the boat as well, as if the presence of the island annoyed the ship: "the whole ship was moaning". In the last paragraph he says "would have thought anyone at sea that long would have been glad to see land" but this shows he hates it so much he doesn't want to get off and this helps to build up to the last phrase.</i></p> <p>Recognition of deliberate organisation throughout. The island looks so <i>dismal</i> that Jim would prefer to stay on board (<i>he hates it so much he doesn't want to get off</i>), reinforced by the boat's apparent agreement. Some development of comments (<i>as if the presence of the island annoyed the ship</i>) supported by well-selected evidence.</p> <p><i>He thinks it is dull and grey, shown by "uniform and sad". This shows his mood had already dropped by his description. He uses words like "moaned and groaned" to show he thinks even the ship is depressed. Finally in the last paragraph he says: "my heart sank into my boots". So all of these depressing things lead up to him hating Treasure Island.</i></p> <p>Workmanlike approach to the three prompts. Recognises deliberate organisation (<i>mood had already dropped / even the ship is depressed</i>), which is summarised in the final sentence (<i>all of these depressing things</i>).</p>
2 marks	<p><i>Jim describes the setting as "uniform and sad" showing that it wasn't particularly inviting and he wouldn't have liked to visit. The words "moaning... groaning and creaking" also convey that the atmosphere is very unpleasant and horrible. Finally the words "melancholy" and "grey" show that the island looked dull and boring and that the look of it made his heart sink to his boots.</i></p> <p>Some understanding of build-up is supported by relevant comment (<i>very unpleasant and horrible</i>) and evidence from more than one section, but this is not developed.</p> <p><i>They build up because he is explaining how it all looks grey and miserable and the boat is tossing him from side to side and creaking. Also he explains that he thought anyone would be glad to land but then he suddenly tells us exactly how he feels.</i></p> <p>Some understanding of build-up through descriptive comment, suggesting the island is unpleasant (<i>grey and miserable</i>) and the boat is uncomfortable (<i>tossing him from side to side and creaking</i>), culminating in recognition of Jim's implicit final negative feelings.</p>
1 mark	<p><i>Treasure Island looks very depressing with dull colours. The ship is lurching forwards, backward, right and left which makes them feel sick. No-one wanted to go onto the land after having been at sea for so long.</i></p> <p>Demonstrates some recognition that the island and boat are unpleasant through descriptive comment / paraphrase of the text (<i>dull colours / lurching forwards, backward</i>). Though individual comments are made on different sections, there is no understanding of how these contribute to overall build up.</p> <p><i>Because the island was grey, the ship was making loud noises, it had melancholy woods and it generally looked sad.</i></p> <p>Limited descriptive comment (<i>loud noises</i>) and some minimal sense that the island is unpleasant (<i>generally looked sad</i>).</p>
0 marks	<p><i>He had thought that it was going to be easy arriving at Treasure Island but he started to feel like as if his body was fully aching. When he had nearly arrived he saw that the island looked grey to him.</i></p> <p>The first comment is not supported by the text, and the final sentence is evidence with no comment.</p>

12 2015 key stage 2 level 6 English reading test mark schemes**Reading answer booklet: Page 7**

5. The following sentences are based on the paragraph beginning:
We had a dreary morning's work before us...

Choose the best word to complete each sentence and put a circle around your choice.

up to 2 marks

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text.*

Award **2 marks** for all three words correctly circled.
Award **1 mark** for any two words correctly circled.

- i) We had a _____ morning's work before us.

long

dull

hard

- ii) The weather was _____.

fine

sunny

scorching

- iii) The crew _____ about their work.

sighed

argued

complained

Reading answer booklet: Pages 7 and 8

6. Look at the paragraph beginning: *We had a dreary morning's work before us...*

Explain what Jim means when he says about the men:

the very sight of the island had relaxed the cords of discipline.

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for answers that recognise that seeing Treasure Island has made the crew less willing to do as they are told / work as hard, eg:

- *it means that the men before they had come in sight of the island were well-behaved, now they are not*
- *it means that when the men saw the island they were less obedient and hard working.*

Also accept answers that recognise that seeing Treasure Island has revealed their true (pirate) nature, eg:

- *they had started to plot to steal the treasure.*

7. Look at the paragraph beginning: *The place seemed entirely land locked...*

Find and **copy** two groups of words that suggest that Jim is having trouble describing the island.

up to 2 marks

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

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

1. *(The place) seemed (entirely land locked)*
2. *(in a) sort of (amphitheatre)*
3. *(Two little rivers,) or, rather (two swamps)*
4. *(this pond,) as you might call it*
5. *(had a) kind of (poisonous brightness).*

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Reading answer booklet: Page 8

8. Look at the paragraph beginning: *There was not a breath of air moving...* to the end of the text.

Give **two** ways that this section suggests that there may be danger on Treasure Island in the next part of the story.

up to 2 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for each acceptable point, up to a maximum of **2 marks**:

Acceptable points:

1. it is still / quiet, which seems ominous / stifling / expectant, eg:
 - *it seems too silent to be true*
 - *there was complete silence, a surefire sign that something was going on.*
2. the noises are threatening / intimidating, eg:
 - *it said "booming half a mile away along the beaches". This means that something bad is coming.*
3. the smell / rotting on the island is linked to death / illness / decay **or** is ominous / stifling, eg:
 - *the "rotting tree trunks" and "sodden leaves" show danger as death*
 - *a peculiar stagnant smell implies that there is death and decay that lingers in the air.*
4. the doctor thinks there is fever / disease on the island which could cause illness / death, eg:
 - *this could suggest that there is disease on the island that the sailors could catch*
 - *by saying the doctor thinks there is some sort of disease, it suggests there may be some danger of becoming ill on the island.*

Section 2: *Moondust*

Reading answer booklet: Page 9

9. 'They're up there. Up there. *There.*'

up to 2 marks

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

i) Give **one** feature of the structure of these sentences.

Award **1 mark** for answers that recognise any of the following structural features:

1. short sentences
2. shortening sentences
3. repetition (of *there* / *up there*).

ii) What is the effect of this feature?

Award **1 mark** for answers that recognise a correct effect linked to the feature identified in i):

4. shows the distance [AP2 / AP3], eg:
 - *it makes you feel they are really far away*
 - *it makes it sound like an echo up in the sky moving away.*
5. shows the significance / uniqueness / drama [AP1 / AP2 / AP3], eg:
 - *makes you realise just how special that moment was*
 - *it emphasises a word, letting it sink in, showing how out of the ordinary something is.*
6. shows disbelief / awe [AP1 / AP2 / AP3], eg:
 - *it's as if they can't be up at the moon, it's unbelievable*
 - *the reader gets a picture of how astounded the writer was at seeing man in space.*
7. shows he is lost in the moment / in a reverie [AP2 / AP3], eg:
 - *it tells you he is spiralling into his thoughts.*
8. it's like the countdown to lift off [AP2], eg:
 - *there are three words, then two, then one, like a rocket countdown.*
9. it builds up to a climax [AP2], eg:
 - *it shows it's building up to something.*

Do not accept responses for ii) which cannot be correctly linked to the answer given in i).

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Reading answer booklet: Page 9 (continued)

10. *The first men on the Moon are being delayed by dirty dishes: there's something wonderful about that.*

Why does the narrator think that this is *wonderful*?

up to 2 marks

Assessment focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Award **2 marks** for answers that recognise a contrast between this extraordinary situation / these important / highly skilled men and the normality / mundanity / insignificance of the task (dirty dishes), eg:

- *because these two men, who are about to do one of the most amazing things, can be delayed by a household normality*
- *the narrator thinks it's wonderful because such an important thing is being delayed by washing dishes, something really unimportant.*

Award **1 mark** for reference to **either** of the following:

1. the normality / mundanity / insignificance of the task (dirty dishes), eg:
 - *because dirty dishes are something that everyone does and it's nothing dramatic, but it's been slowing them down a lot*
 - *because cleaning dishes is a household chore and they are going to be the first men on the moon.*
2. the fact that that this is an extraordinary situation / these are important / highly skilled men (without reference to the normality / mundanity / insignificance of the task), eg:
 - *because they are highly trained men*
 - *because you would never believe that a once in a lifetime chance is being delayed by dishes.*

Reading answer booklet: Page 10

11. Look at the first paragraph, beginning: *It's coming up to 7:30 PM...* to the paragraph ending: *...for only twenty-one hours.*

How does this part of the text create a sense of anticipation for the reader?

Explain fully, referring to the text in your answer.

up to 3 marks

Assessment focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

Acceptable points:

1. the calm start to the text / the ordinary nature of the scene contrasted with them being on the Moon
2. the writer's / viewers' enthusiasm / expectation
3. people watching are waiting for them (to come out)
4. Armstrong's nervousness / excitement
5. the level of media interest / coverage
6. concern about the delay / that things have gone wrong
7. the limited time available to them
8. the reader is being delayed from the main event (by descriptions of the Moon / Armstrong and / or Aldrin's reactions).

Award **3 marks** for answers that identify at least two acceptable points, both with development / evidence, eg:

- *'Watching the screen for an hour' this suggests people are waiting and are looking for more news on the television for what will happen next. 'Various experts' shows that there are lots of people covering the event which makes it more exciting [evidence + AP3, evidence + AP5]*
- *the writer is obviously keen to see them come out as it says 'we've been watching the screen for an hour' but something is holding them up and that makes it seem that something's wrong. [AP2 + AP6 both with the same evidence]*

Award **2 marks** for answers that **either** identify one acceptable point with development / evidence **or** identify two acceptable points without development / evidence, eg:

- *at 7.30pm all the world are waiting to see the men walk on the moon for the first time. Everyone is waiting eagerly to see it. But when he is on the moon the world doesn't know if anything lives there and when they know that he will be staying there for 21 hours. He has to make use of the time he has there. But the question on everybody's lips is will he come back alive? [AP3, AP2, AP7 + development / evidence]*
- *because it spends a lot of time describing the view but still doesn't say that he's out on the moon, and you get excited because you're just waiting for it to happen. [development + AP8]*

Award **1 mark** for answers that identify one acceptable point, eg:

- *it shows Neil Armstrong was keen to go early [AP4]*

Accept the same evidence for more than one acceptable point if appropriate.

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Reading answer booklet: Pages 10 and 11

12. Look at the paragraph beginning: *Now, what do you say...*
Why was landing the Lunar Module like *poetry* for Armstrong?

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for answers that identify any of the following:

1. a comparison of the qualities of the landing with the qualities of poetry, eg:
 - *poetry is complicated but also intricate, just like landing a space ship*
 - *it's the most moving thing and it lifts people's spirits like poetry can.*
2. the landing was his real work / achievement, eg:
 - *it's his talent in life, he's good at that not poetry*
 - *it was his masterpiece, his work of art, the thing he did.*
3. actions are his way of communicating, eg:
 - *he landed it with such grace his landing speaks for him*
 - *because he's an astronaut and words can't describe it, it describes itself.*

Do not accept:

- the quotation *Neil Armstrong is an astronaut, not a poet*
- generic positive qualities applied to poetry and landing, eg:
 - *beautiful*
 - *special.*

13. ...*oxygen screams into space as a rainbow of ice crystals.*

What does the word *screams* suggest about the way the ice crystals move?

1 mark

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.

Award **1 mark** for answers that identify either of the following descriptions of the movement:

1. fast, eg:
 - *they raced out*
 - *it moves incredibly quickly.*
2. forcefully / powerfully, eg:
 - *it suggests that they move violently*
 - *it bursts out.*

Reading answer booklet: Page 11 (continued)

14. Armstrong walks *like a toddler searching for the secrets of balance*.

This tells us that Armstrong is unsteady.

What else might it suggest?

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for answers that identify either of the following:

1. he is inexperienced at / new to walking on the Moon, eg;
 - *it also suggests he's not used to the environment*
 - *he's a learner and needs more practice.*
2. he is trying to discover the best way to walk on the Moon, eg;
 - *he is learning the techniques of walking in space*
 - *he is trying to find an efficient way to walk.*

Reading answer booklet: Page 12

15. Look at page 9.

What do we learn about Aldrin's feelings on this page?

Explain fully, referring to the text in your answer.

up to 3 marks

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Acceptable points:

Feeling:	Likely evidence:
1. his sense of awe / wonder (at the view)	<ul style="list-style-type: none"> ● <i>He looks up at the half-dark Earth</i> ● <i>can make out the slowly rotating shapes of North Africa and the Middle East</i> ● <i>realizes that the soil next to his boots has lain untroubled by life since before those continents existed</i>
2. his sense of honour / privilege / being one of the first people there	<ul style="list-style-type: none"> ● <i>he's covered in goose bumps</i> ● <i>realizes that the soil next to his boots has lain untroubled by life since before those continents existed</i>
3. nervous / anxious / afraid	<ul style="list-style-type: none"> ● <i>he's covered in goose bumps</i> ● <i>cracking a joke</i>
4. excited	<ul style="list-style-type: none"> ● <i>he's covered in goose bumps</i>
5. relieved / reassured	<ul style="list-style-type: none"> ● <i>He likes the reduced gravity, is glad of its attention</i> ● <i>after the weightlessness of space, which feels lonesome to him</i>
6. alone / lonely / isolated / separated	<ul style="list-style-type: none"> ● <i>is glad of its attention</i> ● <i>feels lonesome to him</i> ● <i>as though he's nowhere</i> ● <i>He looks up at the half-dark Earth</i>
7. light-hearted / relaxed	<ul style="list-style-type: none"> ● <i>Aldrin chips in, too</i> ● <i>cracking a joke</i>
8. insignificant	<ul style="list-style-type: none"> ● <i>realizes that the soil next to his boots has lain untroubled by life since before those continents existed</i>

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Award **3 marks** for answers that clearly identify at least two acceptable points, both with supporting evidence, eg:

- *we learn that he is feeling happy because of the quote 'Aldrin joins him cracking a joke', this suggests that he is ecstatic that he got to the moon, and is in a good mood. Secondly, he is a little bit scared as evidenced by 'he's covered in goosebumps' if you have goosebumps you are scared, so that shows his fear* [AP7 + support, AP3 + support]
- *we learn that he is in awe of how untouched it is, and that he is scared and excited, we know this because of the goosebumps he had as he stepped away from the lunar module.* [AP1 + support, AP3 and AP4, both supported by the same evidence]

Award **2 marks** for answers that **either** identify at least one acceptable point with supporting evidence **or** that identify at least two acceptable points without supporting evidence, eg:

- *I think he feels that he isn't important as he realises the soil next to his boots has lain untouched since before those continents existed* [AP8 + support]
- *that he's cold and scared. That he's happy and relieved.* [AP3, AP7 + AP5]

Award **1 mark** for answers that identify one acceptable point, eg:

- *Aldrin's feelings are a bit scared* [AP3]
- *he must be very proud of being on the moon.* [AP2]

Accept the same evidence for more than one acceptable point, if appropriate.

Do not accept a feeling supported by evidence relating to the wrong character (Armstrong), eg:

- *he's nervous because he walks hesitantly.*

22 2015 key stage 2 level 6 English reading test mark schemes**Reading answer booklet: Page 13**

- 16.** Why is the phone call from the President in the final paragraph *the most historic telephone call ever made*?

1 mark

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts.

Award **1 mark** for answers that recognise that a call is being made to the Moon / outside of the Earth, eg:

- *because he is calling from the white house up into space, which seems impossible*
- *because it's the first phone call ever made where the receiving end is out of this world.*

Also accept

- it's the furthest phone call ever made, eg:
 - *it's the longest distance phone call ever made.*
- nobody has ever done it before.

Reading answer booklet: Page 13 (continued)

17. Are the following statements **true** or **false**?

Draw a circle around your answers.

up to 2 marks

Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Award **2 marks** for all four answers correct.

Award **1 mark** for three answers correct.

The astronauts experience less gravity on the Moon than in space.	True <input checked="" type="radio"/> False
The first pictures of the Moon were upside down.	<input checked="" type="radio"/> True / False
The Lunar Module has round windows.	True <input checked="" type="radio"/> False
Armstrong wasn't meant to come out until midnight.	<input checked="" type="radio"/> True / False

Section 3: both texts

Reading answer booklet: Page 14

18. *Treasure Island* and *Moondust* are both written in the first person.

What is the purpose of this in the different texts?

Assessment focus 6: identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

up to 2 marks

Treasure Island:

Award **1 mark** for answers that recognise that the purpose (of writing it in the first person) is:

1. to see / experience it through their eyes, eg:
 - *you can go on the adventure with the character*
 - *you can see what Jim Hawkins saw and his view.*
2. to give / make it seem like a first-hand / eye-witness view, eg:
 - *you know it was someone who was there*
 - *the story is told by the main protagonist, with his feelings.*
3. that it lends credibility to a fictional account, eg:
 - *to make it believable*
 - *it tells the story as if he were human to make it more realistic.*

Moondust:

Award **1 mark** for answers that recognise that the purpose (of writing it in the first person) is so that we know what it was like to watch / witness this event, eg:

- *it shows what it was like to be watching it all happen actually (from someone that has watched when they were younger)*
- *to show what it was like to actually watch the transmission.*

Do not accept answers that suggest that we know what it was like to be on the Moon, eg:

- *to explain what it felt like for the astronauts.*

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Reading answer booklet: Page 15

19.

Treasure Island: The place seemed entirely land locked, buried in woods, the trees coming right down to high-water mark, the shores mostly flat, and the hill tops standing round at a distance in a sort of amphitheatre, one here, one there. Two little rivers, or, rather two swamps, emptied out into this pond, as you might call it; and the foliage round that part of the shore had a kind of poisonous brightness.

Moondust: The Eagle is on a bright, rolling, crater-pocked plain. When they had a chance to take the scene in through the Lunar Module's (LM) tiny, triangular portholes, Aldrin exulted at the unreal clarity in this atmosphereless environment, with features on the distant horizon appearing close by, contrasting beautifully against the boundless black backdrop of infinity. Armstrong wondered at the peculiar play of light and colour on the tan surface. He thought it looked more inviting than hostile.

Compare the descriptions of Treasure Island and the Moon in these extracts.

You must write about:

- the language used to describe them
- the atmosphere of the places
- the feelings of the explorers.

up to 3 marks

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.

Pupil prompt:	Acceptable points:
language used	<ol style="list-style-type: none"> 1. hidden / obscured vs. clearly visible 2. negative vs. positive 3. everyday / functional vs. emotive / descriptive language 4. both use emotive language (<i>poisonous brightness / buried in woods / boundless black backdrop of infinity / peculiar play of light</i>) 5. both use words related to uncertainty / strangeness (<i>as you might call it / sort of vs. appearing / peculiar</i>)
atmosphere of the places	<ol style="list-style-type: none"> 6. unappealing / dangerous vs. appealing / beautiful 7. it is not what you expect (light = bad, dark = good) 8. both are unexplored / uninhabited 9. both are otherworldly

continued on next page

feelings of explorers	<p>10. factual vs. emotional</p> <p>11. unimpressed vs. impressed</p> <p>12. both are uncertain</p>
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Award **3 marks** for **either** two acceptable points, from different pupil prompts, both developed with reference to at least one text **or** three acceptable points from the three different pupil prompts, without development, eg:

- *in Moondust, Armstrong thought it looked more inviting than hostile, whereas Jim described it as poisonous, so he is probably more against his destination than Neil. Also, the moon is described as beautiful, so beautiful that 'Aldrin exalted...', even though many would say it would be grey, and a tropical island is likely to be bright and gay with palm trees, but Jim describes it as being 'buried in woods' [developed AP11, AP7 + example]*
- *Treasure Island says exactly what it is like, whereas Moondust you have a lot more description. Both atmospheres had a very strange feel to them as there was no sign of life on either of them. In Treasure Island the visitor described it very negatively, but in Moondust it was more positive. [AP3, developed AP8 and AP11]*

Award **2 marks** for **either** one acceptable point developed with reference to at least one text **or** two acceptable points from two pupil prompts, without development, eg:

- *the word 'poisonous' maybe is hinting at it being dangerous and deadly, whereas the setting in Moondust is described as more inviting, than hostile [AP6 + example]*
- *the atmospheres are almost the same, very unusual to the human eye, and both the explorers aren't sure of it. [AP9 and AP12]*

Award **1 mark** for one acceptable point without development, eg:

- *Treasure Island is described with dull words, whereas Moondust is full of bright, descriptive words [AP3]*
- *both the places seem extraordinary and quite intimidating. [AP9]*



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