

En

KEY STAGE

2

LEVEL

6

English tests

English reading mark scheme

Going the distance

2013

National Curriculum assessments

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Introduction

The new Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments in 2013. The STA is an executive agency of the Department for Education (DfE).

The level 6 reading papers will be marked by external markers employed by the STA. The markers will follow the mark scheme in this booklet, which is provided here to inform teachers.

This booklet includes the mark scheme for the assessment of level 6 reading. For ease of reference, the test questions have been reproduced. Level threshold tables will be published on the Department's website at www.education.gov.uk/ks2 by Tuesday 9 July 2013.

The Level 6 reading test contains 33 marks.

The mark scheme was written alongside the questions, with pupil responses added as examples following the trials. The mark schemes indicate the criteria on which judgements should be made. In areas of uncertainty however, markers should use professional judgement based on the training they have received.

The assessment focuses for reading provide information about the particular processes or skills the pupil needs to demonstrate in order to answer the questions. This information is provided in order to explain the structure of the mark scheme and the way in which it will be used by external markers. The assessment focuses are drawn from the National Curriculum and are common across both the level 3–5 and the level 6 tests.

The 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:

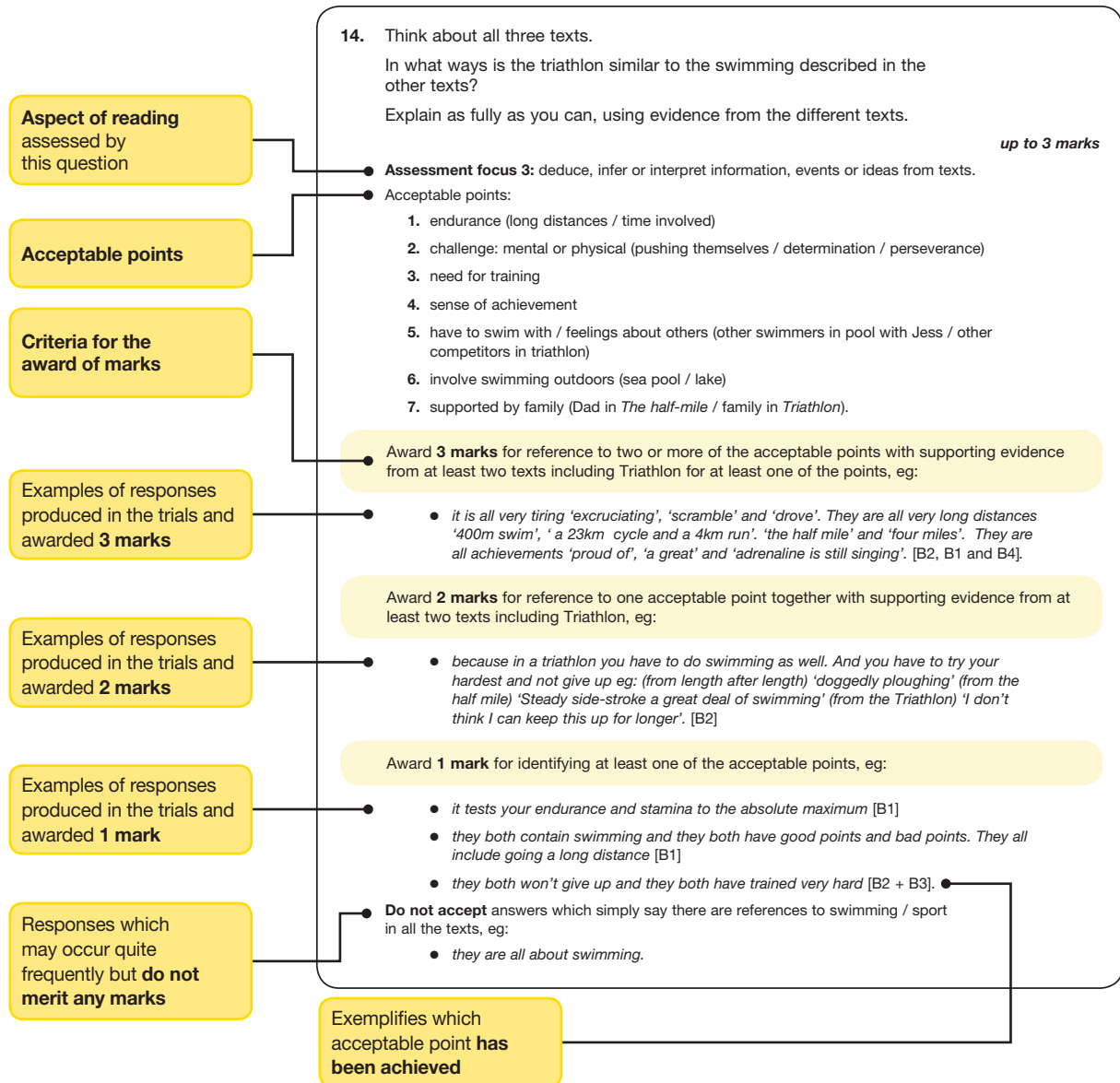
- **Short answers**
These may be only a word or phrase, and **1 mark** may be awarded for each correct response.
- **Several line answers**
These may be phrases or a sentence or two, and **up to 2 marks** may be awarded.
- **Longer answers**
These require a more detailed explanation of the pupil's opinion, 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.
- **Other answers**
Some responses do not involve writing and the requirements are explained in the question.

Assessment focuses for 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 reading mark scheme is set out



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: Length after length						
Q1				2		
Q2			2			
Q3a		1				
Q3b				1		
Q4		3				
Section 2: The half-mile						
Q5	2					
Q6	1					
Q7		3				
Q8			1			
Section 3: Triathlon – Will dad make it?						
Q9	2					
Q10				2		
Q11a				1		
Q11b				1		
Q12					3	
Q13					2	
Section 4: The whole booklet						
Q14		3				
Q15					3	
Total	5	10	3	7	8	0

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

Section 1: *Length after length.*

Reading answer booklet: Page 4

1. On page 4, *doggedly ploughing* is used to describe swimming lengths of the pool.

Why is this an effective phrase to describe Jess' swimming?

up to 2 marks

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

Acceptable points:

'doggedly' suggests that Jess' swimming is

1. determined / persistent / relentless.

'ploughing' suggests that

2. Jess is swimming in straight lines / in one lane (like a plough makes straight lines)
3. Jess is creating a path through the other swimmers (like a plough creates a path through the field)
4. Jess pushes / forces her way through the water (like a plough leaves furrows in the ground / pushes the earth out of the way)
5. swimming is tiring / requires effort (like ploughing is hard, physical work)
6. the movement is repetitive / regular (like the plough as it carves methodically through the earth)
7. Jess just keeps moving forward / keeps swimming (like a plough keeps going no matter what is in its way).

Award **2 marks** for answers that show understanding of how Jess' swimming can be described as both 'doggedly' and 'ploughing'. (The comparison with ploughing can be implied.), eg:

- *that it's hard and you have to push yourself and ignore everything else and be very determined. And you have to pull the water with your arms. [B1 + B4]*

Award **1 mark** for answers that refer to one of the acceptable points, eg:

- *because she was a good swimmer and was determined. She could swim a long way [B1]*
- *to tell the readers that Jess is swimming in a very straight line to stay in her lane [B2]*

Do not accept quotation from the text without further explanation, eg:

- *Jess stuck to her lane*
- *trying to ignore the splash of other swimmers.*

Reading answer booklet: Page 4 (continued)

2. Explain how *She locked into her stroke...* (page 4) is a turning point in the text.

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.

Acceptable points:

1. before this, the swimmer is conscious of / irritated by the other swimmers or text focuses on everything going on around her in the pool
2. after this, the focus is on swimming / the sensation of swimming / the rhythm she gets into / her need to swim / her actions and thoughts.

Award **2 marks** for reference to both of the acceptable points (an explicit comparison), eg:

- *because she has been so bothered about other people before that then she was determined and focused on her swimming*
- *the first half of the text is about the other people in the pool but when it gets to 'she locked into her stroke' the text changes, it is now about Jess' swimming and rhythm.*

Award **1 mark** for answers referencing either of the acceptable points, eg:

- *it is a turning point in the text because it starts to talk about the rhythm and way she swims and breathes. It also talks about her thoughts of swimming*
- *she got into the rhythm. She was making herself go on.*

Reading answer booklet: Page 5

3. *To be deprived of swimming would be like a perverse kind of drowning.* (page 5)

a) What does this show about Jess' feelings towards swimming?

1 mark

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

Award **1 mark** for answers that recognise that Jess needs to swim / cannot survive without it, eg:

- *she loves it so much that she would rather die than go without swimming*
- *this shows that Jess loves swimming and she is saying she couldn't live without it*
- *she needed it*
- *she couldn't do without it.*

b) What is unusual about this comparison?

1 mark

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

Acceptable points:

1. drowning usually happens in water
2. it's the opposite to what you'd expect.

Award **1 mark** for answers that recognise either of the acceptable points, eg:

- *it is unusual because if you didn't swim there would be no water to drown in*
- *because you can only drown in water and no swimming would be on land*
- *it's the opposite of what you'd think.*

Reading answer booklet: Page 5 (continued)

4. Describe the character of Jess based on what you have read.
Explain your answer, using evidence from the whole text.

up to 3 marks

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

Acceptable point	Likely evidence / quotation linked to text
1. hard-working / motivated / dedicated	there at 6.30 / stays a long time / swims a long way
2. persistent / determined / stubborn	locked into her stroke / doggedly ploughing / forced herself to keep swimming
3. impatient of others / selfish / frustrated / irritable	says it is becoming unbearable / tries to ignore them / grumbles / made her want to shout with frustration / calls them lemmings / says they are 'flopping'
4. passionate	needed to swim
5. likes / needs a challenge / optimistic about success	big swimming challenge / something to test herself against
6. insecure	vulnerable / worrying
7. confident / optimistic.	loves the isolation of long distance swimming / knows she is strong in will and technique.

Award **3 marks** for reference to at least three of the acceptable points, with evidence from the text for each, eg:

- *she is dedicated, 'she stuck to her lane' shows she will carry on and on. She is quite irritable, 'the mere sight of the lemmings flopping made her want to shout' shows she is also a passionate person as 'she needed swimming', her love for swimming was immense. [B1+ evidence, B2 + evidence, B4 + evidence]*

Award **2 marks** for reference to two of the acceptable points, with evidence from the text for both, eg:

- *she feels really annoyed and frustrated at the other swimmers because she complains 'that they flop in like lemmings'. Jess is very determined and she hopes that one day, she'd enter a competition and do something she'd be proud of [B3 + evidence, B2 + evidence]*
- *I think she is determined – 'drove herself'. I think she's ambitious – 'something she could one day be proud of'. [B2 + evidence, B4 + evidence]*

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Award **1 mark** for reference to one of the acceptable points with evidence from the text, or two or more acceptable points without evidence from the text eg:

- *she is determined as it says that 'she drove herself on'* [B2 + evidence]
- *I think she might be a bit short tempered because when people get in her way she gets quite annoyed. I think she might be quite determined because she wants to swim longer and she won't give up.* [B3 + B2]

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

Section 2: *The half-mile.*

Reading answer booklet: Page 6

5. Pamela Gillilan describes the half-mile swim as being both a positive and a negative experience.

Identify and **explain** one positive and one negative phrase from the poem in the table below.

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.

Positive experience	Negative experience
<p>Phrase - Acceptable points:</p> <ol style="list-style-type: none"> 1. (with a slow) steady (side stroke) 2. urging me on 3. (the race was) only against myself (and the distance) 4. (the grainy salt water) buoyed me (helpfully) 5. lapped softly 6. (I swam from) goal to alternate goal 7. (shuddered) into a dry towel 8. (drank the words of) praise 9. (changing-room walls were) warm (to touch) 10. (It had seemed to be) a great deal of swimming(; still does). 	<p>Phrase - Acceptable points:</p> <ol style="list-style-type: none"> 11. up and down 12. (the tide-fed) cold / concrete (pool) 13. (as I moved more) laboriously 14. urging me on 15. (the race was) only against myself (and distance) 16. not translucent 17. (I swam from) goal to alternate goal 18. scrambled 19. (the) sharp (shutter-cast lip) 20. shuddered (into a dry towel) 21. (It had seemed to be) a great deal of swimming(; still does).
<p>Explanation</p> <p>Accept any reasonable explanation of the phrase given, eg:</p> <ul style="list-style-type: none"> ● <i>shows she is calm</i> [B1] ● <i>her dad helped her to keep up the good work and not to stop</i> [B2] ● <i>because she had it all to herself and not racing other people and not distracted by other people</i> [B3] ● <i>helped her float which was handy for swimming</i> [B4] ● <i>there weren't too many waves and it was nice to swim in that</i> [B5] ● <i>she's proud of herself for doing a lot of laps and it's an achievement</i> [B6] ● <i>it shows it was nice to get a dry towel because she had been cold and wet</i> [B7] ● <i>she was happy that her father praised her and she remembered them</i> [B8] 	<p>Explanation</p> <p>Accept any reasonable explanation of the phrase given, eg:</p> <ul style="list-style-type: none"> ● <i>it's boring and repetitive</i> [B11] ● <i>as it was cold it would be hard to get used to and it would take your breath away for a bit due to how cold it was</i> [B12] ● <i>she was tired and had to move slower because it drained her</i> [B13] ● <i>her father was making her carry on swimming</i> [B14] ● <i>she had to fight against herself which is mostly quite hard; and you want to stop but you know you shouldn't</i> [B15] ● <i>suggests that the water is dirty, salty, murky and not pleasant to swim in than a swimming pool</i> [B16] ● <i>it seemed to go on and on and on</i> [B17]

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Reading answer booklet: Page 6 (continued)

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<ul style="list-style-type: none"> ● <i>it was a pleasant contrast from the very cold water</i> [B9] ● <i>that even though it was a lot she remembers it and is proud that she did it</i> [B10]. 	<ul style="list-style-type: none"> ● <i>glad to be out and really not wanting to do it again, quickly getting over and in a big rush to get out</i> [B18] ● <i>it will be sharp and it may cut you</i> [B19] ● <i>she got badly cold and shivering</i> [B20] ● <i>it must have been very hard to swim that much</i> [B21].
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Award **2 marks** for identifying and explaining both a positive and a negative phrase.

Award **1 mark** for identifying and explaining a positive or a negative phrase.

Do not accept:

- explanations using general words that paraphrase positive / negative in the question (eg nice / horrible) without further development.

- 6.** Find and copy one phrase in the poem which suggests that Pamela Gillilan followed a rhythm when swimming.

1 mark

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 either of the following:

1. (with a slow) steady side-stroke
2. (I swam from) goal to alternate goal.

Accept quotations that add 'and' before 'steady'.

Reading answer booklet: Page 7

7. What do you find out about the father's character from the poem?
Explain your answer, using evidence from the text.

up to 3 marks

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

Acceptable points:

1. supportive / helpful
2. encouraging
3. proud
4. patient
5. committed
6. pushy / determined for her to win
7. unsympathetic.

Award **3 marks** for reference to three of the acceptable points together with evidence from the text to support each point, eg:

- *I think he was quite helpful, as it says 'my father counted the lengths'. I think he's determined for his child to win because 'he was pacing along the side, urging me on'. I think he was encouraging because it says; drank words of praise' which shows he congratulates her. [B1 + B6 + B2 with evidence for each]*

Award **2 marks** for reference to two of the acceptable points together with evidence from the text to support each point, eg:

- *you find out that he was a very supportive dad as he was counting all of the lengths, first from the deep-end board and then he was pacing along side her, urging her on. From the text you could also hear he was proud of her as she said 'As I drank the words of praise'. [B1 and B3 with evidence for both]*

Award **1 mark** for reference to one of the acceptable points together with evidence from the text, eg:

- *the father seems to be very competitive because 'he was pacing alongside, urging me on'. He wants his child to do well at all costs. [B6 + evidence].*

Also award **1 mark** for simple reference to more than one of the acceptable points without evidence from the text, eg:

- *you find out the father is a very encouraging person and has all the confidence in his daughter. He believes in her and is very proud of her. [B2 + B3, no evidence]*

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

Reading answer booklet: Page 7 (continued)

8. Verse 3 ends with a semi-colon(;) followed by two words.

a great deal of swimming; still does.

How does the structure of the last line help to emphasise the writer's point?

1 mark

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

Award **1 mark** for answers that recognise the effect of the pause created by the use of the semi-colon.

1. pause shows how much time has passed
 - *the break shows she would still struggle to swim a mile*
 - *the gap shows it seems like she was doing a lot, and even when she's older it seems like a lot.*

Also accept

2. pause emphasises how far it is
 - *it leaves a pause and then explains that it is still a long way.*
3. pause to convey the writer reflecting.
 - *she takes a breath, like she's stopped and thought about it.*

Section 3: *Triathlon - Will Dad make it?*

Reading answer booklet: Page 8

9. Tick to show how each member of the family participates in the triathlon.
You may tick more than one box in each row.

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 five rows completed correctly.

Award **1 mark** for four rows completed correctly.

	Dad	Maddy	Niall	Caitlin
makes initial suggestion to take part in a triathlon		✓		
cheers the writer on during the race		✓	✓	
competes in the same race as the writer				✓
competes in the 13-15 year olds' race			✓	
watches the medal ceremonies	✓	✓	✓	✓

Reading answer booklet: Page 8 (continued)

10. *fatally present* (page 8)

Explain what this phrase means in this context.

up to 2 marks

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

Award **2 marks** for answers that recognise that the consequence (doing the triathlon) is the result of their presence, eg:

- *he doesn't want them to be there because they won't let him do what he wants*
- *because if they hadn't been there he would have said no to Maddy and wouldn't have done the triathlon*
- *because they are there it means he couldn't get out of it.*

Award **1 mark** for answers that recognise that their presence is a problem, without the reason why, eg:

- *it means that they were present at the wrong time for the writer*
- *it means that they were there, much to dad's dismay.*

Also award **1 mark** for an explanation of the consequence without linking it to their presence, eg:

- *because they could persuade him to do it*
- *it means he has to do it.*

Reading answer booklet: Page 9

11. *Klaxon. Go! Face down.* (page 9)

a) What is the effect of this part of the text?

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 recognise any of the following effects:

1. urgency / no time to think
2. increases tension
3. anxiety / panic
4. reader identifies with the racer (you become the racer).

b) How does the writer achieve this effect?

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 any of the following:

1. use of short sentences [B1, B2, B3]
2. use of exclamation [B1, B2, B3]
3. imperatives [B1, B3, B4]
4. monosyllabic words [B1, B2, B3]
5. using words to show posture / poise, eg: 'Face down' [B1, B4]
6. use of the word Klaxon to relate to sound [B1, B3, B4].

Do not accept answers for b) that do not explain the effect identified in a).

Mark scheme continues on page 20

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Reading answer booklet: Page 9 (continued)

12. The writer emphasises throughout that he is a 'novice' (new to triathlon).

How does he do this?

Explain as fully as you can, using evidence from the text.

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:	Likely evidence:
1. apprehensive about signing up for a triathlon	● <i>Reluctantly I take a look / Naturally, I am about to snatch the paper from her hand and burn it</i>
2. his children have to talk him into doing it / explain it to him	● <i>"Everyone's doing triathlons now", says Niall</i>
3. he doesn't know much about how to compete in a triathlon	● <i>I buy Triathlon magazine to seek out the best advice</i>
4. he is physically unprepared / under prepared / underestimates the need for training	● <i>We all manage a swim in the river Ouse, but none of us feels like leaping on a bike afterwards / Just seeing the shoes sitting there is a constant reminder that I have done no training whatsoever for the run / my wonderful road bike barely moved since last year... / Don't think I can keep this front crawl going</i>
5. he doesn't know how to arrange his equipment in transition area	● <i>some competitors had laid out their kit in perfect order on a towel</i>
6. his snack is less appropriate than the snacks that the others brought	● <i>Others had neat arrays of power foods / fruitcake</i>
7. he had had to buy equipment to take part	● <i>shiny new running shoes</i>
8. he compares himself with other first-timers / he contrasts himself with the experienced competitors	● <i>there are other first-timers there / Not everyone, however, is a novice</i>
9. describes the triathlon using inverted commas to show that technical words are new / unfamiliar to him	● <i>'Transition'</i>
10. he is feeling apprehensive at the start of the race	● <i>frightened rabbit / questioning himself / unsure if he will be able to finish</i>

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11. there are things he is unsure about in the lake / gets wrong	<ul style="list-style-type: none"> ● where to swim / the location of the start line / what to do at the start of the race / mistaking a weed for a creature in the lake
12. describes his feelings / experiences during the race as if they are new	<ul style="list-style-type: none"> ● the way he describes the scenery / gives details about how horrible the water is
13. he includes the mistakes he makes.	<ul style="list-style-type: none"> ● putting his foot in his trainer with the fruitcake in it / doesn't pace himself / gets stomach ache.

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

- *he says that they try but in training they can't really do it because it says 'we all manage a swim in the River Ouse, but none of us feels like leaping on a bike afterwards'. He hasn't done any training like he should because it says they're 'shiny, new running shoes'. The writer brings fruit cake as a snack and I don't think many experts would bring that*
- *he shows he is a novice firstly when he writes 'naturally I am about to snatch the paper from her and burn it' makes him seem unwilling to do so. If he were a pro he would be up for the challenge. 'Don't think I can keep this front crawl going any longer' shows that he is a novice because a pro would have trained so much he could do it all in front crawl.*

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

- *he keeps getting something wrong throughout the whole triathlon 'Is this the start line?' Should I be at the front?' He doesn't know what he is doing and where he is meant to be*
- *he explains: 'fortunately, there are OTHER first timers there, happy to poke fun at themselves...' When he says 'other' he means he is a novice/first timer and he is relieved there are other people like him.*

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

- *because he didn't know the whole family could do it. He was nervous when he was staring at the lake. The dad always was nervous about each race.*

Do not accept quotations without comment, eg:

- *neither of us is sure if we can finish*
- *fortunately there are other first-timers there too.*

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

Reading answer booklet: Page 10

13. How can you tell that this article was written for a general audience rather than a sports specialist?

Give **two** reasons.

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 **1 mark** for reference to any of the following acceptable points, up to a maximum of **2 marks**.

Acceptable points:

1. less focus on the sport itself / no advice (for professionals), eg:
 - *it is not about that much sport*
 - *it wasn't all about the race*
 - *there is no 'how to' stuff in it.*
2. written about / by a 'normal' person / beginner / about his family (rather than a sportsperson), eg:
 - *an ordinary person that isn't a sport expert explained about it*
 - *because a normal person has written about the triathlon*
 - *because it is about a whole family who haven't done it before.*
3. use of non-technical vocabulary / lack of technical vocabulary / does not provide all the technical information that sports specialists might want to know, eg:
 - *it's not using too technical vocabulary*
 - *it doesn't have very sporty words in.*
4. includes feelings and emotions / the experience, eg:
 - *because it is about what the writer feels.*
5. references to humour / light-hearted nature of the writing, eg:
 - *it isn't very serious*
 - *it's quite funny such as 'oops, the fruitcake' for everyone.*
6. informal, chatty style / the title is not appropriate for a serious sports article, eg:
 - *it was written in quite an informal style*
 - *it is very chatty and informal.*
7. explains what triathlons consist of, eg:
 - *it tells the general audience how a triathlon works.*

Section 4: All texts

Reading answer booklet: Page 10

14. Think about all three texts.

In what ways is the triathlon similar to the swimming described in the other texts?

Explain as fully as you can, using evidence from the different texts.

up to 3 marks

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

Acceptable points:

1. endurance (long distances / time involved)
2. challenge: mental or physical (pushing themselves / determination / perseverance)
3. need for training
4. sense of achievement
5. have to swim with / feelings about others (other swimmers in pool with Jess / other competitors in triathlon)
6. involve swimming outdoors (sea pool / lake)
7. supported by family (Dad in *The half-mile* / family in *Triathlon*).

Award **3 marks** for reference to two or more of the acceptable points with supporting evidence from at least two texts including *Triathlon* for at least one of the points, eg:

- *it is all very tiring 'excruciating', 'scramble' and 'drove'. They are all very long distances '400m swim', 'a 23km cycle and a 4km run'. 'the half mile' and 'four miles'. They are all achievements 'proud of', 'a great' and 'adrenaline is still singing'. [B2, B1 and B4].*

Award **2 marks** for reference to one acceptable point together with supporting evidence from at least two texts including *Triathlon*, eg:

- *because in a triathlon you have to do swimming as well. And you have to try your hardest and not give up eg: (from length after length) 'doggedly ploughing' (from the half mile) 'Steady side-stroke a great deal of swimming' (from the Triathlon) 'I don't think I can keep this up for longer'. [B2]*

Award **1 mark** for identifying at least one of the acceptable points, eg:

- *it tests your endurance and stamina to the absolute maximum [B1]*
- *they both contain swimming and they both have good points and bad points. They all include going a long distance [B1]*
- *they both won't give up and they both have trained very hard [B2 + B3].*

Do not accept answers which simply say there are references to swimming / sport in all the texts, eg:

- *they are all about swimming.*

Reading answer booklet: Page 11

15. Why do you think this booklet is called *Going the distance*?

Explain as fully as you can, using evidence from the different texts.

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. Literal - reference to long distance they have to swim, run or cycle
2. Metaphorical - reference to challenge / overcoming obstacles physical and mental / going that bit further / determination to be good at something.

Award **3 marks** for reference to **both** acceptable points together with evidence from at least two texts for at least one of the points, eg:

- *I think this booklet is called 'Going the Distance' because it is all about people who have done 'sporting achievements'. Length after Length is about a girl who loves swimming and swims for ages every day. The half-mile is about a young woman who swims half a mile without stopping. Triathlon – Will Dad Make it? is about a father who does swimming, cycling and running all in one go. They all went a very long distance! [B2 and B1 + evidence]*
- *I think it is called Going the Distance because they are all stories of people who do something a long way eg, Jess swims 4 miles and the Dad does a triathlon with a bad back. Finally they all have challenges but they don't let them get in the way eg. bad back, hard to see in sea water and lots of people. [B1 + evidence and B2]*

Award **2 marks** for reference to **both** acceptable points **or** for reference to one acceptable point together with evidence from at least two texts, eg:

- *I think it is called going the distance because it is all about sports and going as far as you can. When it says going the distance it means you should give yourself a challenge [B1 and B2]*
- *in my opinion it's because in the first text Jess swims 4 miles in the poem the person swam half a mile and in the article the dad did '400m swim' as well as a '23km cycle' and a '4km run' as a result they all swim, cycle and run a far distance therefore the title going the distance. [B1 + evidence]*

Award **1 mark** for reference to one acceptable point, eg:

- *because they are going long distances [B1]*
- *I think the book is called 'Going the Distance' because in each challenge the person is achieving and determined. [B2]*

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