


16. A huge meteor is sent hurtling out of control towards Earth by enemy aliens. A superhero sets out to try to save the world.


Using the information you have read on page 9, explain which features the superhero will use to solve the problem and how they will be used.


25. What is Molly's attitude towards the main actors?


Explain fully, using the text to help you.


SUPERHEROES *must have:*


 **extraordinary powers** – they may have the ability to appear and disappear, fly, or see with x-ray vision;


 **superhuman strength** – they have to be exceptionally strong and fast;


 **a sharp mind** – they must be quick thinkers to detect clues, to unravel mysteries and decide on the course of action;

 **a sense of justice** – they fight crime, never give in, always do the right thing for the good of others;

 **courage** – they are always willing to take risks to save others;

 **skills to take on any evil** – they are able to battle against a single individual, or a thousand, against humans, animals or enemies from another planet;

 **a secret identity** – they lead double lives as part-time heroes, part-time ordinary humans;

 **a special costume** – they are recognised as superheroes by their unique outfits;

**AND THEY ALWAYS TRIUMPH ...
... in the end.**

How do actors survive the fires, explosions and other dangerous accidents in films?

They don't! Only a stunt double like me can do that. Films would be very boring without the exciting scenes stunt doubles perform. The way it works is that I get made up and dressed to look like the main star. I do all the dangerous, exciting bits instead of the actor. You can't tell it's me because all my shots are filmed from a distance so that you never get a clear view of my face. I'm trained to make

sure that my life is never put at any risk, though. If I have to fall from an upstairs window, I wear padded body armour under my costume and land on soft crash mats to cushion my fall. Close-ups of the star are added later, so the audience think she was the only one ever involved in the action. That's how actors are made to seem braver than they really are!



**Molly Lerner,
stunt double**

16 up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **3 marks** for working through the whole scenario, mentioning several of the characteristics listed or indicating more than one solution to the problem, eg:

- *first, he would detect the danger by using his x-ray vision, then he would change into a superhero and fly into space. He would use his sharp mind to think of a plan and his superhuman strength to hold back the meteor and fight the alien enemy;*

- *first, the superhero will have to have courage to take on a meteor. A sharp mind to decide upon how he will attack the meteor. Then extraordinary powers to detect what the enemy is doing.*

Next, superhuman strength to use against the meteor, maybe by kicking it or something. Finally, skills to take on any evil or else it wouldn't be able to attack the meteor.

Award **2 marks** for identification of **at least two** superhero skills or characteristics and their application, which may be partly implicit, eg:

- *he would use his ability to fly to get there and then use his superhuman strength to put the meteor off course and throw it back at the aliens;*

- *he needs a sharp mind to know what is going on and he needs to fly there and have superhuman strength.*

Award **1 mark** for application of **one** superhero skill or characteristic to the new situation, eg:

- *he would use his ability to fly to get there and stop the meteor.*

Do not credit answers which refer to powers / features not mentioned in the text, eg: *magic fist.*

25. What is Molly's attitude towards the main actors? Explain fully, using the text to help you.

up to 3 marks

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

Award **3 marks** for fully developed responses which include explicit statement of Molly's negative opinion of the actors, with more than one textual reference to support answer, eg:

- *she doesn't seem to like them because she says that the actors are made to seem braver than they really are because she's the really brave one and she has to have lots of special skills and training that they don't have;*

- *I think Molly doesn't really like the main actors for she says things like "that's how actors are made to seem braver than they really are." She is being very biased towards stunt doubles "only a stunt double like me can do that."*

Award **2 marks** for identifying Molly's negative opinion (may be implicit) and

providing one piece of support / textual evidence, eg:

- *she says she does all the dangerous, exciting stunts instead of the actors.*

Award **1 mark** for identifying Molly's negative opinion, eg:

- *looks down on them / resents them;*
- *they are not as brave as people think;*
- *they have a boring job to do.*

Monday

05.00 Nottingham Lorry Depot, England

Just picked up lorry. Glad to see that I'll be driving the new Charger, with all the latest equipment. Checked load. 20 crates of tennis balls bound for Barcelona, Spain.

09.15 Dover Ferry Port, England

A really bad start – motorway was painfully slow, but got here in the end. Then STUPID ME – got stuck behind lorry with orange warning plates carrying a full load of a highly dangerous chemical. Had to wait hours for it to be checked, but I was through border control in minutes and allowed on board the ferry.

10.15 On ferry

Met Carl and Eddie. Carl reminded me about our time on the training course years ago – how I'd said then that the idea of working on the move had been my ambition since childhood. Good to see friends and talk about old times.

14.00 Laon, France

Have stopped for lunch at truck stop. At last, fantastic food! Chocolate mousse was heaven. Long stretch ahead of me, want to cover at least 300 km before next stop.

19.00 Limas Lorry Park, France

Just checked the tachograph – don't want to break any laws about how long I spend at the wheel. Have done over 700 km since getting off the ferry and been at the wheel for 7 hours. Time to stop for the night.

20.30 Made soup in microwave – yuck! Phoned home and chatted to kids. All OK. Lorry park very full and getting into bay took a bit of work. Reminded me about the course and how hard some of the training seemed then. Reversing the lorry was like trying to thread a needle with gloves on – now I can do it with my eyes closed! Tuned into some local TV stations on my portable but couldn't understand much, so listened to some French music instead and read my book. Now ready to turn in for the night in my cosy cab. Spain tomorrow.

Tuesday

07.00 E15 Motorway Services, France

Great to be on the move again. Feel like the king of the road, towering 2 metres above the rest of the traffic, with hundreds of miles of empty road ahead and behind me. French motorways great – no traffic. Free as a bird, as long as I get these tennis balls to Barcelona. Days like this remind me why I always wanted to become a lorry driver.

10. What do you think Sharon enjoys about her life as a lorry driver?

Use the text to help you explain.

09.00 Somewhere on the E15 Motorway, France

Had to make an unexpected stop as several drivers were flashing their lights at me. Discovered that my right indicator was on the blink. Checked the bulb, fuse and wires. Seems to be all right now.

12.00 Le Boulou (15 km from Spanish border)

Good place for lunch. Will stop here another time. Have just had the best steak and chips since the one I cooked for the kids last Sunday.

17.00 Gerona, Spain

Border control very friendly and let me through without fuss. Hot, sticky weather gave way to a tremendous storm. Had to slow right down – one lorry in front skidded. Parked and sat in cab, safe, dry and comfy, for an hour, watching the fantastic forks of lightning hit the ground all around, the lorry shaking with each clap of thunder. What an experience. Won't delay any longer now, as want to get to Barcelona before dark.

21.00 Barcelona, Spain

Got to Barcelona in the dark – really hard to find your way in a strange place at night, but found it in the end. Unloaded the tennis balls. Exhausted at end of a long day but took the chance to have a quick look round a new city – love seeing new places. Tomorrow start journey home with a full load of oranges. Tonight Spanish food, music and a good night's rest.

10. What do you think Sharon enjoys about her life as a lorry driver?

Use the text to help you explain.

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award marks based on the identification of evidence from the text. Award **1 mark** for reference to any of the following, to a maximum of **3 marks**:

- feelings of power and being in control (from ‘king of the road’ entry);
- feelings of freedom, lack of traffic, etc (‘free as a bird’);
- feelings of safety, cosiness, homeliness of the lorry’s cab;
- seeing new places / having new experiences / travelling all over Europe;
- fulfilling ambition;
- good food.

Also accept references to Sharon’s meeting with Carl and Eddie, eg: *meeting up with old friends or to her*

comment that she likes driving a lorry with the latest equipment.

Examples:

● *she likes to sleep in her cab and it’s easy for her to reverse. She says a few things like “Days like this remind me why I always wanted to be a lorry driver.” She loves seeing new places;*

(3 marks)

● *feeling like the king of the road and the beautiful sights that she sees;* (2 marks)

● *I think Sharon enjoys lorry driving because she likes days when she is as free as a bird and she says she likes being the biggest on the road. She feels free when she is the only one in her lane;*

(2 marks)

● *she likes empty roads so she can drive freely for hours and hours like a bird;* (1 mark)

● *she loves to see new places and explore them.* (1 mark)

Do not accept very general responses, eg: *she likes travelling / driving / meeting new people.*

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The Long Drive

Many years ago, ranch owners needed to send their cattle hundreds of miles to 'cow towns' where they would be sold. Every year it was the cowboys' job to round up all the cattle and take them in large herds to the cow town. This was known as 'the long drive'. The drive was a challenge for all cowboys. Their day began at 4.00am and ended after dark. Even then some had to stand on guard during the night. The average herd was made up of about 3000 cattle and the cowboys were responsible for keeping them safe all the way. The cowboys worked as a team but each had his own job to do (see diagram).

- The **trail boss** was in charge. He gave orders, checked the herd and then rode ahead to find water. He decided where the camp would be made and generally took care of the men. He rode at the front of the herd.
- The **pointers** were also experienced riders. They led the herd when the trail boss went ahead to look for water or a camp.
- The **swing** and **flank** men rode at the side to keep the herd together.
- The **drag** men were at the back. This was the worst job because they were covered in dust from the herd in front.
- The **wranglers** were the youngest and most inexperienced cowboys on the drive. They carried messages up and down the line and looked after the **remuda**, the spare horses.
- The **cook** drove the **chuck wagon** and produced the food for the cowboys wherever they camped.

16. This text tells us some of the difficulties cowboys face in their work. Using what you have read, explain what you think cowboys might **like** about their job.

2 marks

17. It says in the text that the cowboys worked as a team. What evidence of team work can you find in the text?

3 marks

17. It says in the text that
the cowboys worked as a team.

What evidence of team work can you find in the text?

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **1 mark** for each reference to any of the following, to a maximum of **3 marks**:

- they had to work together to move the cattle;
- they had to work together to stop the stampede;
- they had to take it in turns to keep the cattle safe at night;
- the swing, flank and pointers worked together;
- the trail boss took care of the men;
- specific examples of cooperation, eg the pointers led the herd when the trail boss went ahead;
- inexperienced and experienced cowboys worked together;
- they communicated by message with one another;
- someone's particular job was to cook for them all.

Do not accept general responses without some text-based explanation, eg: *each had his own job to do; they helped one another.*

Also accept reference to the roles shown on the diagram.

Examples:

- *the chuck wagon supplied food for the cowboys. The flank and the swing kept the cattle together so the trail boss could lead the cattle. The pointers took over when the trail boss went to find water or camp; (3 marks)*
- *some of the swing and flank men had to keep the herd together. The trail boss led the whole group and the wrangler gave them spare horses. So if even one of them was not there like the cook, the cowboys would not really be able to keep up; (3 marks)*
- *none of them were left out of important jobs. The more experienced riders would lead the herd. But they couldn't do the job without any of them; (2 marks)*
- *all the cowboys had different jobs which were useful. For example, the sides were kept by the flanks and the swing who would work together; (2 marks)*
- *the flank and swing have to work together as they keep the cattle together. If they don't work together the cattle would get loose and that would be terrible. The two pointers also have to work together because if they go different ways the cattle would get loose; (1 mark)*
- *every cowboy has a different role and in case of a stampede, the cowboys would work as a team to get the cattle calm by rounding them up into a circle; (1 mark)*
- *they all worked together and sometimes took each others' places. (1 mark)*

16. This text tells us some of the difficulties cowboys face in their work.

Using what you have read, explain what you think cowboys might **like** about their job.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **1 mark** for each reference to any of the following features of the cowboys' job, to a maximum of

2 marks:

- outdoor life, eg: *they might like to be out in the fresh air;*
- working with horses / animals, eg: *they would like riding horses / being responsible for animals;*
- active life / travelling, eg: *being able to travel around the countryside;*
- working in a team, eg: *they might like to be part of something / being responsible for one job;*
- element of danger / adventure, eg: *it sounds exciting and frightening / it was a challenge.*

In the first century AD, in the period of the Roman Empire, Vesuvius had been dormant for hundreds of years. The mountain was green as farmers grew fig and olive trees on the slopes of the volcano and the local people had become used to the tremors of earthquakes from time to time. In the summer of AD 79 there had been more rumbling than usual but in the town of Pompeii and in the whole area surrounding the volcano, most people went about their daily business.

One of them, a boy called Pliny, was 17 at the time. When the volcano erupted, he watched from a nearby town as the earth shook and a black cloud descended over the area. Pliny's uncle, the commander of a nearby naval port, also saw the unusual cloud forming above Mount Vesuvius. He was not content to stand by and watch. He wanted to get a closer look and set off to investigate with a scribe to whom he could dictate his observations.

As he was leaving, he received a message from his friend Rectina asking if he would help her. So he set out with several ships to observe the volcano and try to rescue the people. Years later, Tacitus, a historian, was collecting information about the event. Pliny wrote to him giving a vivid account of what he had seen and heard. Not only was he an eye-witness to the disaster, but Pliny also heard the stories told by survivors, some of whom had been rescued by his uncle.

The following is an extract from Pliny's letter to Tacitus:

As my uncle was leaving the house, he was handed a message from Rectina, whose house was at the foot of the mountain and whose escape was impossible except by boat. She was terrified of the danger threatening her and implored him to rescue her from her fate. He changed his plans, and what he had begun in a spirit of inquiry, he completed as a hero. He gave orders for the ships to be launched and went on board himself with the intention of bringing help to many more people besides Rectina, for this lovely stretch of coast was thickly populated. He hurried to the place which everyone else was hastily leaving, steering his course straight for the danger zone. He was entirely fearless, describing each moment of the eruption to be noted down exactly as he observed it. Ashes were already falling, hotter and thicker as the ships drew near, followed by bits of pumice and blackened stones, charred and cracked by the flames. Then, suddenly they were in shallow water, and the shore was blocked by the rubble from the mountain. For a moment my uncle wondered whether to turn back, but when the helmsman advised this, my uncle refused, telling him that Fortune stood by the courageous ...

15. Some people think that Pliny's uncle was a brave but foolish leader. What do you think?

Brave foolish brave and foolish

Explain your answer using parts of the information to help you.

Rain

The lights are all on, though it's past midday.
There are no more indoor games we can play.
No one can think of anything to say,
It rained all yesterday, it's raining today.
It's grey outside, inside me it's grey.
I stare out of the window, fist under my chin,
The gutter leaks drips on the lid of the dustbin,
When they say 'cheer up', I manage a grin,
I draw a fish on the glass with a sail-sized fin,
It's sodden outside, and I'm damp within.
Matches, bubbles and papers pour into the drains,
Clouds smother the sad laments from the trains,
Grandad says it brings on his rheumatic pains,
The moisture's got right inside of my brains,
It's raining outside, inside me it rains.

by Brian Lee

Rain in Summer

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!
How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing
spout!
Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter it roars
The rain, the welcome rain!

by *Henry Wadsworth Longfellow*

23. Explain how each poet gives a different feeling about the rain.

You will need to think about:

- the effect of rain on the writer
- how the rain is described.

23. Explain how each poet gives a different feeling about the rain.

You will need to think about:

- the effect of rain on the writer
- how the rain is described. **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.*

Award **3 marks** for answers that compare the two poems, making valid contrasts both about the poet's impressions (or effect on reader) and the language used to describe the rain in both poems, eg:

- *in the first, the writer does not like the rain. He finds it dull, damp, grey and sodden and he doesn't like being kept inside. In the second, he loves the rain; he finds it 'beautiful' after all the heat*
- *Brian Lee sees rain as miserable and shows how it stops people from doing things like games. Longfellow thinks rain is good because it gives water. He describes it as beautiful and welcome. Brian Lee as grey*

- *the first poem makes you feel depressed and it makes you think rain is bad, boring and miserable: 'sodden leaks, grey, damp, smother.' The second poem makes you feel happy and it makes you think that rain is beautiful: 'clatter, tramps, beautiful, roars, swift, gushes.'*

Award **2 marks** for answers that see a difference of opinion about the rain and make at least one specific contrast involving any one of the following points:

- welcome / unwelcome rain ■ positive / negative vocabulary
- effect on author / reader: happiness / misery ■ cite contrasting quotations
- reason for effect on author / reader: endless rain / long-awaited rain.

For example:

- *they each think differently. One likes the rain, one does not. The writer who has written 'Rain' probably often gets rain and never gets sun, while the other writer is the opposite and the writer who has written 'Rain in Summer' has probably had a long drought and thinks it's wonderful to see rain again while the other one is just bored with the rain*
- *in the first poem, the effect of the rain makes you feel miserable and dull. It's described as if there are no good things to do but in the other one, it's exciting and a relief*
- *in the 'Rain' poem it says 'it's grey outside, inside me it's grey' but in 'Rain in Summer' it says 'How beautiful is the rain!'*

Award **1 mark** for answers that make a simple negative / positive contrast between the two poems, eg:

- *in one poem the poet likes the rain, in the other he did not*
- *because they both have different things happening. One likes it, the other doesn't.*