

## Year 6 Reading Revision Resource

Produced by the PiXL Primary English Team

### Reading Content Domain

**2a** Give/explain the meaning of words in a context

**2b** Retrieve and record information/identify key details from fiction and non-fiction.

**2c** Summarise main ideas from more than one paragraph

**2d** Make inference from the text, explain and justify inferences with evidence from the text

**2e** Predict what might happen from details stated and implied

**2f** Identify/explain how information/narrative content is related and contributes to meaning as a whole

**2g** Identify/explain how meaning is enhanced through choice of words and phrases

**2h** Make comparisons within the text

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## Reading Revision Resource

### Teacher guidance

This set of 5 texts has been designed to support the revision of reading. Each text includes a set of questions, containing examples from each content domain. They should be treated as a build-up to test practice, exposing children to different texts at the level of the expected standard and to a range of question types that might be found on the paper. This package can be used either with the whole class or during group reading sessions. Below are several ideas which might be useful for you to consider before you use them.

**Set a time limit for the children's initial read of the text** so that they can practise reading at a good pace which doesn't affect their comprehension of the text. For group reading with less confident pupils, the extracts can then be reused for speed reading; reading the same extract again several times discussing difficult parts and tricky words or phrases with the aim of increasing their reading speed.

**Ask the children to underline the text** on their second reading to identify unknown words or phrases and any facts or details that they think might be useful for answering questions. Model this process with your class/ group initially so that they understand how to identify key information and the type of details which questions are often about.

**Spend some time practising key reading skills with each text** before you work with the children on answering the questions:

- Ask the children to return to the unknown words and phrases that they underlined in their reading and to use the context to find some possible meanings. What is the most sensible meaning in the context? Ask them to justify their choice, referring back to the text. Make a bank of these words on a vocabulary wall (children can make their own words cards with a definition, related words and synonyms/ antonyms).
- Play skimming and scanning games – can they find key words, proper nouns, synonyms or antonyms for given words within the text?
- Practise summarising and predicting based on the events within the text – pupils can be asked to draw and label a picture to summarise what they have read, or descriptions of settings and characters. What do they think might happen after the story has finished – what makes them think that? Ensure that the children are always referring back to the text as they give their thoughts.

**Take each question in turn** and model the process of answering it:

- Identify the type of question it is and the format in which the answer is required.
- Discuss how to use the number of marks to gauge the length of their response and the number of details needed.
- Demonstrate how to underline the question word (particularly for less confident readers or those who have a tendency not to read the question carefully enough in tests) so that the children give an answer relevant to the question.
- Unpick what the children will be looking for as they skim and scan the text to find the information that they need to answer the question – what are the key words in the question? Are there any synonyms for those words that they should be ready to spot instead? Can they recall roughly whereabouts in the text that the information appeared?
- Model and discuss how to return to the text, skimming and scanning for key words and highlight the information that will be needed to answer the question. Once the children are at the independent stage, or

for your greater depth readers, ask them to verbalise the process that they are going through to pinpoint the answer in the text.

- Begin with teacher modelling to demonstrate to the children how to construct a written answer that meets the requirements of the question. Children can discuss in pairs and rehearse aloud together how to word their answer. Then, move towards the children writing their answers independently – verbalising how they know that they have answered the question correctly.
- Practise the skill of justifying answers with evidence from the text – many of the 3 mark questions ask the children to do this and, often, less confident readers simply copy whole chunks of text rather than referring to it and including their own thoughts (you could use the prompt ‘I know that ... because it says in the text that ...’).

**Investigate the different question types** in depth by looking at the content domains and classifying the questions with the children:

- Check that they know the meaning of key reading terms (e.g. context, inference, retrieve).
- Make a collection of the different ways in which questions can be presented (tables/ multiple choice/ true or false).
- Ask pupils to make up their own questions for each of the content domains once they are confident, using the given questions as a model.

**Challenge greater depth readers** by focusing heavily on the 3 mark questions. Share how to state their opinion (if it’s required) or answer in the first sentence, and then how to sift through all the information in the text to find at least two different pieces of evidence which support it. Focus on how to word their answers clearly and succinctly, always keeping the question in mind. Often, they are asked to refer to more than just one section of the text which also involves them summarising lengthier parts of the plot or giving an overview of the text as a whole.

**Create a reading wall in your learning environment** to display new vocabulary, the key reading terms, examples of different question types and the children’s own learning around the different texts. Build up a collection of questions, predictions and summaries that they can reference as they work through the revision package texts.

## **Text: Families evacuated after sink-hole swallows playground.**

A number of households were evacuated from their homes last night after a huge sinkhole appeared in a park opposite a residential area of Stanwich.

Police and fire services were called to the Newtown area of Stanwich in the early hours of Thursday 18<sup>th</sup> January following reports of a loud, rumbling noise. When they arrived, they found that a huge sinkhole, about 15 metres in diameter and 6 metres deep, had appeared on the edge of Arbour Park alongside Turner Road, swallowing part of a children's play area.

Dawn revealed the full extent of the devastation. Along with some swings and part of a climbing frame from the playground, the hole had claimed a section of iron fencing that separated the park from the road. A streetlamp was left standing at a perilous angle and the pavement was partially overhanging the chasm.

Although none of the houses showed any obvious signs of damage, ten families were evacuated from their homes until their properties could be properly assessed for structural safety.

A spokesperson for Stanwich Police said, "Following the appearance of a sinkhole, families were removed from their homes as a precaution. They were taken to a rest centre set up in a local school where they were given hot meals and blankets. Support is being given to help them find more suitable temporary accommodation until their homes have been assessed as being safe for them to return to."

Sinkholes can be caused by a number of different factors. In this case, it is thought that rainwater gradually dissolved the limestone under the surface of the ground, leading to the sudden collapse. Experts are now studying the surrounding area to make sure that there is no risk of further sinkholes opening up.

Other residents along Turner Road voiced their concerns at seeing part of their neighbourhood cave in so spectacularly.

"There I was, fast asleep in bed, when I was suddenly woken by a dreadful noise," said Mrs Eileen Denver. "I thought there was an earthquake or something. I was terrified, so I nudged my husband Ben, who slept through the whole thing, and told him to go out and have a look. I shudder to think what might have happened to him if another one had opened up."

Another local man expressed his relief that it was not more of a disaster. "If it had been just a hundred yards up the road, it might have taken my car. I had only got it fixed last week, but if it had fallen into that pit it would have been a write-off. Now I don't know where to park it to keep it safe."

The sinkhole is now taped off and people are being urged not to approach it. A council spokesperson said, "We are currently in the process of inviting local builders to fill in the hole and repair the damage, but, at this time, we cannot say when that will be."

## Questions: Families evacuated after sink-hole swallows playground.

| Content Domain | ‘Using evidence from the text’ is a requirement in responses to all questions  |
|----------------|--|
| 2a             | <p><b>Q1.</b> In the paragraph beginning ‘<i>Dawn revealed the full extent of the devastation...</i>’<br/><b>Find and copy one</b> word meaning deep hole.</p> <p style="text-align: right;">_____ (1 mark)</p> <p><b>Q2.</b> A streetlamp was left standing at a <b>perilous</b> angle...</p> <p>Which word most closely matches the meaning of the word <i>perilous</i>? Tick <b>one</b>. (1 mark)</p> <p>looming</p> <p>hanging</p> <p>overpowering</p> <p>dangerous</p> <p><b>Q3.</b> In the paragraph beginning: <i>A spokesperson for Stanwich Police said...</i><br/><b>Find and copy one</b> word or <b>group of words</b> that tells us that families were evacuated from their homes as a safety measure.</p> <p style="text-align: right;">_____ (1 mark)</p> |
| 2b             | <p><b>Q4.</b> What was thought to have caused the sinkhole?</p> <p style="text-align: right;">_____ (1 mark)</p> <p><b>Q5.</b> Write down <b>two</b> things that happened to the residents who were evacuated.</p> <p>1. _____</p> <p>2. _____ (2 marks)</p>   |

**Q6.** Apart from being forced out of their homes, what else were residents concerned about?

\_\_\_\_\_ (1 mark)

**2c** **Q7.** Below are some summaries of different paragraphs from the text. Number them to show the order in which they appear in the text. The first one has been done for you:

Police and fire services were called to the scene. **1**

In a precautionary measure, families evacuate their homes.

A spokesperson explains how they are trying to resolve the situation.

The size of the sinkhole is revealed.

Interviewees give a recount of their experience of the event. (1 mark)

**2d** **Q8.** What time of day was it when people realised what damage had really been caused by the sinkhole? **Circle one**

in the middle of the night          evening          afternoon          early morning (1 mark)

**Q9.** *Until their homes could be properly assessed for structural safety...*

Explain what this description suggests about what needs to be done to the houses before people move back in.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (1 mark)

**Q10.** Explain why the residents of Turner Road might be feeling impatient with their local council. Use evidence from the text to support your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (2 marks)

**Q11.** Do you think that residents of Turner Road would want to move away permanently?  
Use evidence from the text to support your answer.

2e

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**(3 marks)**

2f

**Q12.** Why might an image be useful for this type of text?

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**(1 mark)**

2g

**Q13.** Dawn revealed the full extent of the devastation.

Give **two** impressions this gives you of the damage caused by the sinkhole

1. \_\_\_\_\_

2. \_\_\_\_\_ **(2 marks)**

2h

**Q14.** Look at the paragraph beginning: *There I was fast asleep...* to the paragraph ending: *Now I don't know where to park it to keep it safe.*

Both people interviewed were worried about what might have happened for different reasons. How were their worries different?

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**(2 marks)**



## Answers: Families evacuated after sink-hole swallows playground.

| Content Domain | ‘Using evidence from the text’ is a requirement in responses to all questions  |
|----------------|--|
| 2a             | <p><b>Q1.</b> Chasm <b>(1 mark)</b></p> <p><b>Q2.</b> Dangerous <b>(1 mark)</b></p> <p><b>Q3.</b> Precaution/As a precaution/removed from their homes as a precaution <b>(1 mark)</b></p>  |
| 2b             | <p><b>Q4.</b> Rainwater gradually dissolved the limestone under the surface of the ground <b>(1 mark)</b></p> <p><b>Q5.</b> Taken to a rest centre (in a local school)/given hot meals and blankets/support given to find temporary accommodation <b>(1 mark)</b></p> <p><b>Q6.</b> Neighbourhood caving in/more sinkholes opening up/their cars becoming damaged/how the sinkhole was able to occur so easily <b>(1 mark)</b></p>   |
| 2c             | <p><b>Q7.</b><br/>Police and fire services were called to the scene (1)<br/>In a precautionary measure, families evacuate their homes (3)<br/>A spokesperson explains how they are trying to resolve the situation (5)<br/>The size of the sinkhole is revealed (2)<br/>Interviewees give a recount of their experience of the event (4) <b>(1 mark)</b></p>   |
| 2d             | <p><b>Q8.</b> Early morning <b>(1 mark)</b></p> <p><b>Q9.</b> They need to be checked to make sure that they are safe/won’t fall down/that there is nothing wrong with them/that the sinkhole hasn’t damaged them. <b>(1 mark)</b></p> <p><b>Q10.</b></p> <ul style="list-style-type: none"> <li>● because they didn’t detect there would be a problem with the road becoming ruined</li> <li>● they’ve been moved out into temporary accommodation</li> <li>● they don’t know when the sinkhole is going to be repaired</li> <li>● they are feeling anxious and just want to be back in their houses</li> <li>● they will not be able to feel safe in the future. <b>(2 marks)</b></li> </ul> |
| 2e             | <p><b>Q11.</b><br/><b>Yes</b></p> <ul style="list-style-type: none"> <li>● because they would be concerned this will happen again and be more dangerous</li> <li>● they could lose their homes and cars</li> <li>● children’s play parks are being destroyed</li> </ul>  |

- their homes are having to be looked at for any damage
- there is no clear indication on when the sinkhole will be properly repaired.

**No**

- because they might not be able to sell their house anyway
- the council say they're working to repair it
- they were well looked after whenever the sink hole appeared/accident happened
- it is the first time it's happened so it's a rare/may never happen again **(3 marks)**

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|----|--|
|    |  |
| 2f | <b>Q12.</b> To give the reader an idea of the damage that had been done/show the reader the extent of the damage. <b>(1 mark)</b>  |
| 2g | <b>Q13.</b> <ul style="list-style-type: none"> <li>• The sinkhole occurred in the middle of the night and people could not properly see what had happened/in the light people could see how much damage had been done.</li> <li>• The word devastation gives the impression that the damage is really bad/things were ruined/wrecked/destroyed. <b>(2 marks)</b></li> </ul>  |
| 2h | <b>Q14.</b> <ul style="list-style-type: none"> <li>• The lady/Eileen was worried about what could have happened to her husband as she sent him out there/she shuddered to think what could have happened to him if another one/sinkhole had opened up. She was worried that he may have come to some harm because she cares about him. She felt guilty about sending him out there.</li> <li>• The man was worried that it might have taken his car/if his car had fallen into the pit it would have been a write off/He doesn't know where to park his car in the future. He was more worried about his car than whether anyone got hurt. <b>(2 marks)</b></li> </ul> |

## Text: Moon Pack

Blacktip the vixen has helped an old wolf named Kallak to escape from hunters. She also has an urgent warning for Kallak's pack, whose territory in the High Hills is about to be threatened by the men of the Long Valley.

After a long, steep climb through the dense forest, they came to a broad clearing. Exhausted from the effort of keeping pace with Kallak, Blacktip paused to take in the surroundings. A smooth, flat-topped boulder dominated the open space, behind which the hills rose steeply to a range of bare, rocky peaks. The cold, star-pricked night sky cast dark shadows amongst the trees, although it was noticeably lighter around the high horizon where a sliver of silvery light was now emerging from behind one of the tallest crags.

'The moon is rising. It is about to begin,' whispered Kallak. 'As long as you stay here, no harm will come to you.'

If this were meant to reassure Blacktip, it failed. Her fur bristled with anxiety as all her senses strained to keep her alert to any possible danger. A strong scent of wolf hung threateningly in the air. The rustlings and calls of unseen nocturnal animals had deadened to an eerie silence and even the wind through the branches seemed to have ceased in anticipation of what was to come.

Ghostly light now flooded the clearing and the fox lifted her eyes once more to the hills. With the dazzling disc of the moon now almost fully revealed, she noticed the silhouette of a wolf bounding up the side of the crag. When it reached the summit, it paused for a moment, then tipped its head back. Blacktip shivered as a haunting howl echoed around the hillsides. A few heartbeats later, it was answered by another more distant howl, then another, much closer and off to the left. Soon, the night was filled with the mournful cries of the pack.

As if cued by a secret signal, the howling suddenly stopped. Blacktip's ears now picked up another sound, coming closer and closer: twigs snapping, rocks tumbling, paws pounding the ground. She glanced up at the distant peak – the wolf was nowhere to be seen.

Kallak started to circle Blacktip, ears twitching and flicking to pinpoint each fresh sound. Suddenly he bounded around to stand behind her, facing the forest, and half crouched as if preparing to pounce. The fox twisted her head round to follow Kallak's gaze. Her sharp eyes picked out shadows moving amongst the trees. Moonlight flashed in a pair of eyes – then another, and another. The clearing was surrounded. A rasping, low growl rolled out of the gloom.

'Show yourself Brother Grimly,' barked Kallak. 'I'd recognise your wheezy breath from half a hillside away.'

A powerful grey wolf slunk into the clearing and circled Kallak at a distance, trying to get a better look at the fox. 'Brother Kallak, is your memory fading with your age?' he drawled. 'It's been many winters since you've been able to overtake me in the chase.' He then bounded over, teeth bared. Snarling, Kallak sprang to intercept him. There was a brief stand-off, before they both burst into laughter and nuzzled each other in friendly greeting.

'Good to see you again, brother,' said Grimly, placing a paw gently upon one of Kallak's. 'And what have we here? An intruder? A hostage? A snack?'

'A friend,' replied Kallak soothingly. 'She saved my life. She may yet save yours.'

'You must be really losing your touch,' laughed Grimly as he eyed Blacktip curiously. 'A wolf, rescued by a fox less than half his size? I'm surprised you didn't die of shame.'

‘Strength alone is no protection against humans,’ replied Kallak. ‘It was her quick-thinking that set me free – that and her knowledge of the ways of men.’

Having been distracted by these exchanges, Blacktip hadn’t noticed the other members of the pack slinking into the clearing. Now, as she glanced around the clearing, she saw an almost perfect circle of wolves, all sitting silently, staring at her.

‘If what Kallak says is true, sister fox, you have earned the trust and protection of the pack and are welcome here at Council Rock.’ Grimly bowed respectfully and walked off to take his place.

## Questions: Moon Pack

| Content Domain | 'Using evidence from the text' is a requirement in responses to all questions   |
|----------------|---|
| 2a             | <p><b>Q1.</b> In the paragraph beginning: <i>After a long, steep climb...</i> <b>find</b> and <b>copy one</b> word meaning skyline.</p> <p>_____ (1 mark)</p> <p><b>Q2.</b> In the paragraph beginning: <i>If this were meant to reassure Blacktip...</i> <b>find</b> and <b>copy one</b> word meaning stopped.</p> <p>_____ (1 mark)</p> <p><b>Q3.</b> <i>Soon, the night was filled with the <b>mournful</b> cries of the pack.</i></p> <p>Which word most closely matches the meaning of the word <i>mournful</i>? Tick <b>one</b>. (1 mark)</p> <p>anxious</p> <p>depressing</p> <p>dying</p> <p>animated</p> |
| 2b             | <p><b>Q4.</b> Look at the paragraph beginning: <i>If this were meant to reassure...</i> Write down <b>three</b> things that tell us that Blacktip is worried.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Q5.</b> In the paragraph beginning: <i>Ghostly light now flooded the clearing...</i> why did the wolf tip its head back when it came to the top of the hill?</p> <p>_____ (1 mark)</p> <p><b>Q6.</b> What is revealed at the end of the text? Tick <b>one</b>.</p> <p>The humans have taken the territory for themselves.</p>   |

Kallak is becoming weak and will soon die.

Blacktip is welcomed and will be protected by the wolf pack.

Blacktip is advised to leave Council Rock permanently.

**(1 mark)**

2c **Q7.** Below are some summaries of different paragraphs from the text. Number them to show the order in which they appear in the text. One has been done for you.

Kallak tells Blacktip to stay where she is so that she doesn't get hurt.

Grimly accepts Blacktip.

Blacktip struggles to keep up with the wolf as they move through the forest. **1**

Kallak explains that Blacktip helped him outsmart the humans.

Kallak circles Blacktip to protect her from harm.

**(1 mark)**

2d **Q8.** What evidence is there that Kallak is getting old? Give **two** examples.

1. \_\_\_\_\_

2. \_\_\_\_\_  
**(2 marks)**

**Q9.** What evidence is there of Kallak being fearless when he encounters Grimly? Give **two** points.

1. \_\_\_\_\_

2. \_\_\_\_\_  
**(2 marks)**

**Q10.** How might Blacktip's character appeal to the reader? Explain fully, giving evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(3 marks)**

**Q11.** Do you think the wolf pack would attack Blacktip if they met her again without Kallak? Explain your answer fully.

2e

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**(2 marks)**

2f

**Q12.** Draw lines to match each part of the extract with the correct quotation from the text.

**Suspense**    It was her quick-thinking that set me free - that and her knowledge of the ways of men.

**Character**    The rustlings and calls of unseen nocturnal animals had deadened to an eerie silence and even the wind through the branches seemed to have ceased.

**Action**        A smooth, flat topped boulder dominated the open space, behind which the hills rose steeply to a range of bare, rocky peaks.

**Setting**        Suddenly he bounded around to stand behind her... **(1 mark)**

2g

**Q13.** ... *a haunting howl echoed around the hillsides*. Why do you think the author has chosen these words to describe the sound? Give **two** reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

**(2 marks)**

2h

**Q14.** How do you think Blacktip's feelings might have changed at the end of the text, compared to how she felt at the beginning? Use evidence from the text to explain your answer.

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**(2 marks)**

## Answers: Moon Pack

| Content Domain | 'Using evidence from the text' is a requirement in responses to all questions   |
|----------------|---|
| 2a             | <p><b>Q1.</b> horizon (1 mark)</p> <p><b>Q2.</b> ceased (1 mark)</p> <p><b>Q3.</b> depressing (1 mark)</p>  |
| 2b             | <p><b>Q4.</b></p> <ul style="list-style-type: none"> <li>● If this were meant to reassure Blacktip it failed/failed to reassure</li> <li>● Her fur bristled with anxiety</li> <li>● All her sense strained to keep her alert to any possible danger</li> <li>● A strong sense of wolf hung threateningly in the air</li> </ul> <p style="text-align: right;"><b>(3 marks)</b></p> <p><b>Q5.</b> to howl/it was going to howl/because it wanted to howl/because this is how wolves howl<br/><b>(1 mark)</b></p> <p><b>Q6.</b> Blacktip is welcomed and will be protected by the wolf pack. <b>(1 mark)</b></p>   |
| 2c             | <p><b>Q7.</b><br/>Kallak tells Blacktip to stay where she is so that she doesn't get hurt. (2)<br/>Grimly accepts Blacktip. (5)<br/>Blacktip struggles to keep up with the wolf as they move through the forest. (1)<br/>Kallak explains that Blacktip helped him outsmart the humans. (4)<br/>Kallak circles Blacktip to protect her from harm. (3)<br/><b>(1 mark)</b></p>  |
| 2d             | <p><b>Q8.</b></p> <ul style="list-style-type: none"> <li>● (Grimly says) brother Kallak, is your memory fading with age?</li> <li>● It's been many winters since you've been able to overtake me in the chase</li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p> <p><b>Q9.</b></p> <ul style="list-style-type: none"> <li>● Circles blacktip protecting her/gets ready to pounce</li> <li>● Says show yourself Brother Grimly when he hears the growl</li> <li>● Doesn't run away even though they are surrounded</li> <li>● Sprang at Grimly to intercept him</li> <li>● Defends Blacktip to Grimly</li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p> <p><b>Q10.</b></p> <ul style="list-style-type: none"> <li>● Brave/courageous as she risks her life to give an urgent warning to the (wolf) pack</li> <li>● Helped Kallak to escape from hunters/saved Kallak's life</li> <li>● Is clever – has knowledge of the ways of men</li> <li>● Is trying to protect others from the humans</li> <li>● Is loyal to Kallak by trying to save him and his pack as she knows him</li> </ul> |



- She is quick thinking
  - Goes with Kallak even though she is scared/anxious/worried
- (3 marks)**

|           |   |
|-----------|---|
| <p>2e</p> | <p><b>Q11.</b></p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>● They are only doing what Kallak says/it is only because Kallak protects her and he may not be there in future</li> <li>● Grimly says what have we here an intruder? A hostage? A snack? Which is his natural reaction to the fox.</li> <li>● Their natural reaction was an unfriendly one/wolves usually attack foxes/Kallak had to protect her by circling before he introduced her to the other wolves.</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>● Kallak says she is a friend, she saved my life. She may yet save yours.</li> <li>● She may save their lives.</li> <li>● She has knowledge of the ways of men/may be able to help protect them against men/humans</li> <li>● Grimly says: sister fox, you have earned the trust and protection of the pack (and are welcome here at council rock)</li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p> |
| <p>2f</p> | <p><b>Q12.</b></p> <p><b>Suspense</b> It was her quick-thinking that set me free - that and her knowledge of the ways of men.</p> <p><b>Character</b> The rustlings and calls of unseen nocturnal animals had deadened to an eerie silence and even the wind through the branches seemed to have ceased.</p> <p><b>Action</b> A smooth, flat topped boulder dominated the open space, behind which the hills rose steeply to a range of bare, rocky peaks.</p> <p><b>Setting</b> Suddenly he bounded around to stand behind her...</p> <p style="text-align: right;"><b>(1 mark)</b></p>  |
| <p>2g</p> | <p><b>Q13.</b></p> <ul style="list-style-type: none"> <li>● uses alliteration to focus the reader's attention to the mood – haunting howl</li> <li>● the howl is described as 'haunting' which suggests something awful/scary is about to happen</li> <li>● compares the noise to a ghost which is scary</li> <li>● the term 'echoed' suggests that the noise is loud, repeats, feels like it's coming from everywhere (and makes Blacktip feel trapped).</li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p>   |
| <p>2h</p> | <p><b>Q14.</b></p> <p>Blacktip might be feeling more confident/relieved/safe/less anxious/worried as she now has the wolf pack on her side to help protect her. Whereas at the beginning we knew she was anxious/worried/frightened because it says things like if this was meant to reassure Blacktip it failed. Her fur bristled with anxiety as all her senses strained to keep her alert to any possible danger. It uses words like threatening. <b>(2 marks)</b></p>   |

## Text: Too young for social media?

Whether it's having a chat, sending photos or sharing web pages, it seems that everyone uses social media these days. It really has changed the way people stay in touch. It's so easy to keep up with your friends and you don't even have to go and meet them face to face. But how young is too young to be active on social media? Not surprisingly, there are strong voices on both sides of the debate.

Do you use social media? If so, there's a good chance that you're not supposed to. At the moment, the best-known social media platforms have an age limit – typically thirteen – beneath which children are not supposed to use them. The question is, are these limits really necessary? And what use are they anyway if they are not properly supervised?

Humans are social animals. Most people need to feel connected to others, which is why mankind developed settlements, cities and civilisations. Not only did this mean that we could share the work and help to protect each other, but it also satisfied our need to socialise and develop a sense of community. For most of our history, that meant we had to live near to others.

Mobile and internet technology changed all that. Part of your family moved to Australia? Not to worry, you can see and talk to them on web-based chat apps. Too wet or cold to play out? No problem, you can still talk to your friends over the internet and even enjoy computer games together. You barely need to leave the house to have a full and busy social life.

But maybe that is part of the problem – there's no need to go out anymore to be social. If you really wanted, you could pretty much stay in your bedroom 24/7, provided that you didn't have to be somewhere else, such as school. What effect would that have on your health? The fact that food is cheaper and more easily available than ever before is already creating a generation of heavier children. A lack of exercise – even walking – can only reduce fitness still further.

On the other hand, there are advantages to tech-based communication, especially for parents. If your children are upstairs in their bedrooms, you know where they are. If they're also happily chatting with their friends, so much the better: social skills are so important. Anyway, what's the alternative? Walking the streets; hanging about on street corners; meeting up with goodness knows who? At least, at home, they're safe.

Or are they? Social media has created a whole new problem: cyber-bullying. Of course, there have always been bullies, but until recently they couldn't follow you right into your home. Nowadays, cruel youngsters are making life a misery for others over social media, driving their victims into despair. To make it worse, there's nowhere to hide. As long as you log on, your tormentors can get to you.

One thing's for sure – you can't uninvent technology, so we have to adapt and find ways to live with it. Whether that means enforcing an age-limit for using social media, or improving the way that abuse can be reported is not clear. As a society, however, we might need to decide one way or another very soon.

## Questions: Too young for social media?

| Content Domain | 'Using evidence from the text' is a requirement in responses to all questions  |
|----------------|--|
| 2a             | <p><b>Q1.</b> Look at the paragraph beginning: <i>Whether it is having a chat...</i> <b>Find</b> and <b>copy one</b> word which is closest in meaning to discussion.</p> <p>_____ (1 mark)</p> <p><b>Q2.</b> Humans are <b>social</b> animals.</p> <p>Which of the below most closely matches the meaning of the word <i>social</i>? Tick <b>one</b>. (1 mark)</p> <p>intelligent</p> <p>advanced</p> <p>needing companionship</p> <p>hostile</p> <p><b>Q3.</b> Read the paragraph beginning: <i>Or are they...</i><br/><b>Find</b> and <b>copy one</b> word or <b>group of</b> words that means a people who inflict suffering.</p> <p>_____ (1 mark)</p> |
| 2b             | <p><b>Q4.</b> Write down <b>two</b> reasons why humans created settlements and civilisation.</p> <p>1. _____</p> <p>2. _____ (2 marks)</p> <p><b>Q5.</b> What impact might the use of social media have on health?</p> <p>_____</p> <p>_____ (1 mark)</p>  |

**Q6.** Using information from the whole text, tick one box in each row to show whether each statement is **true** or **false**.

2c

|  | True | False |
|--|------|-------|
| The article is against enforcing an age-limit on social media.                               |      |       |
| There are a range of advantages and disadvantages to children's use of social media.         |      |       |
| The use of social media may prove harmful to long-term health.                               |      |       |
| The use of social media has reduced the amount of bullying that young people are exposed to. |      |       |

(1 mark)

2d

**Q7.** Do you think the writer is biased in this text? Explain your answer fully.

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(2 marks)

**Q8.** What evidence is there in the text that suggests we may never have to say goodbye to our loved ones again?

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(1 mark)

2e

**Q9.** Do you think that this article will convince parents to ban/limit their children from using social media? Use the text to support your answer.

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|    |   |
|----|---|
|    | <hr/> <hr/> <p style="text-align: right;"><b>(3 marks)</b></p>  |
| 2f | <p><b>Q10.</b> The author uses phrases such as “On the other hand” and “Or are they?” What impact does this have on the text?</p> <hr/> <hr/> <p style="text-align: right;"><b>(1 mark)</b></p>   |
| 2g | <p><b>Q11.</b> ...<i>meeting up with goodness knows who?</i> What impression does this give you about what children might get up to without social media?</p> <hr/> <hr/> <p style="text-align: right;"><b>(2 marks)</b></p>                  |
| 2h | <p><b>Q12.</b> In the text there are questions from the author. Some of these are answered in the text whereas others are not. Why do you think this is?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: right;"><b>(2 marks)</b></p> |

## Answers: Too Young for Social Media?

| Content Domain   | 'Using evidence from the text' is a requirement in responses to all questions  |       |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
|--|--|-------|--|------|-------|--|--|---|--|---|--|---|---|--|--|--|---|
| 2a   | <p><b>Q1.</b> debate (1 mark)</p> <p><b>Q2.</b> needing companionship (1 mark)</p> <p><b>Q3.</b> tormentors (1 mark)</p>   |       |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| 2b   | <p><b>Q4.</b> Any two from:</p> <ul style="list-style-type: none"> <li>● Feel connected with one another</li> <li>● Protect each other</li> <li>● Share the work</li> <li>● Satisfy need to socialise</li> <li>● Develop community with one another (2 marks)</li> </ul> <p><b>Q5.</b> Social media means that children can remain in their bedrooms 24/7 / lack of exercise could reduce fitness (also accept that food is cheaper than it was before creating a generation of heavier children) (1 mark)</p>   |       |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| 2c   | <p><b>Q6.</b></p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The article is against enforcing an age-limit on social media.</td> <td></td> <td>✓</td> </tr> <tr> <td>There are a range of advantages and disadvantages to children's use of social media.</td> <td>✓</td> <td></td> </tr> <tr> <td>The use of social media may prove harmful to long- term health.</td> <td>✓</td> <td></td> </tr> <tr> <td>The use of social media has reduced the amount of bullying that young people are exposed to.</td> <td></td> <td>✓</td> </tr> </tbody> </table> |       |  | True | False | The article is against enforcing an age-limit on social media. |  | ✓ | There are a range of advantages and disadvantages to children's use of social media. | ✓ |  | The use of social media may prove harmful to long- term health. | ✓ |  | The use of social media has reduced the amount of bullying that young people are exposed to. |  | ✓ |
|  | True   | False |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| The article is against enforcing an age-limit on social media.                               |  | ✓     |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| There are a range of advantages and disadvantages to children's use of social media.         | ✓  |       |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| The use of social media may prove harmful to long- term health.                              | ✓  |       |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |
| The use of social media has reduced the amount of bullying that young people are exposed to. |  | ✓     |  |      |       |  |  |   |  |   |  |   |   |  |  |  |   |



(1 mark)

|           |   |
|-----------|---|
| <p>2d</p> | <p><b>Q7. No</b> because they give examples of both positive and negative aspects of having social media (must provide examples of each). Also award one mark for recognising at the end it appears neutral and that the people must decide.<br/>Award <b>one</b> mark if children state <b>yes</b>, with the implication that the author tends to give more arguments <u>for</u> having social media than against (with evidence from the text)<br/><b>(2 marks)</b></p> <p><b>Q8.</b> The text states that even if your family have ‘moved to Australia’ it’s not an issue as you can still talk to them through web-based apps/ Web-based apps mean that we can still talk even when we have moved away from each other <b>(1 mark)</b></p>  |
| <p>2e</p> | <p><b>Q9.</b><br/><b>Yes</b> because...</p> <ul style="list-style-type: none"> <li>● Children are getting heavier and more unhealthy because of social media.</li> <li>● They may not realise the age limit is typically thirteen.</li> <li>● Children are not getting enough time outdoors/lack of exercise reduces fitness further.</li> <li>● Their children might become involved with cyber bullying.</li> </ul> <p><b>No</b> because...</p> <ul style="list-style-type: none"> <li>● The argument is balanced, therefore parents will see both good and bad reasons and might not be fully convinced.</li> <li>● Parents know where their children are/at least at home they are safe.</li> <li>● If children choose to stay at home, they won’t be walking the streets/hanging out on street corners/meeting up with goodness knows who.</li> <li>● If they are happily chatting with their friends, so much the better, social skills are important.</li> </ul> <p><b>(3 marks)</b></p> |
| <p>2f</p> | <p><b>Q10.</b> To show that there are two sides to the story/that the writer is not biased/that there are both good and bad points/ that we need to make up our own minds about what is right and wrong.<br/><b>(1 mark)</b></p>  |
| <p>2g</p> | <p><b>Q11.</b></p> <ul style="list-style-type: none"> <li>● It makes us think that social media saves children from being targeted by bad people.</li> <li>● It suggests that social media keeps people safe from encountering people that may want to hurt them.</li> <li>● It implies that it may keep them safe from mixing with the wrong type of people.</li> </ul> <p><b>(1 mark)</b></p>   |
| <p>2h</p> | <p><b>Q12. Give 1 mark for each point that addresses why some questions are answered, and another mark for why some are not.</b></p> <ul style="list-style-type: none"> <li>● Some questions are rhetorical which means they are giving you something to think about.</li> <li>● Asking questions engages the reader further and makes the reader want to find out more about the subject.</li> <li>● Other questions are answered because they are providing points for one side of the argument.</li> <li>● The text is designed to be informative, and answer any questions that the reader might have.</li> </ul> <p><b>(2 marks)</b></p>   |

## Text: Tech-over

A freak power-surge has had a curious effect on all the gadgets in the Sheldrake household. Previously, they were simply connected. Now, not only can they really talk to each other, but they can think for themselves too.

Mrs Sheldrake gave another sharp elbow in the ribs to her husband, who snorted, grunted and mumbled a protest, before rolling over without fully waking up. With his snoring silenced, at least for the time being, she was finally able to slip into a long-awaited deep sleep, accompanied by some rattling snuffles of her own.

After a few minutes, the bedroom was gently illuminated by Pinky as she powered herself up. Silently, the digits on her screen's number pad flashed briefly as she dialled her own passcode. Once on to the home page, she selected her messages icon and started typing...

There was another burst of light, this time more muted, from the bedside table next to Mr Sheldrake, who had now resumed snoring like a motorbike stuck in a swamp. Obscured by the crumpled hanky that had been carelessly draped over him, Silverback started to read Pinky's message, now displayed on his screen.

r u awake?

Of course I am. Never sleep. He never turns me off. I wish I could switch off though – being suffocated by his snot-rag. Ugh!!!!

Awww! Diddums! Hey, nice to be able to talk though, isn't it? And they haven't got a clue. I've been thinking (which I'm still getting used to). Why don't we have some fun tomorrow with the family? Had an idea. Let's wake up the other gadgets.

The following afternoon, the Sheldrake family were sitting watching TV. Well, to tell the truth, they were all sitting in the front room, the TV was on, but none of them were watching. All had their heads bowed with their fingers tapping and swiping over their phones, tablets and other devices.

Suddenly, Josh jumped up and stared wide-eyed at the wall behind him. Mum and Dad looked up and asked whether he was all right. Ignoring them, he frantically started brushing his shoulders, then looking under cushions and along the top of the sofa.

'Where is it?' demanded Josh.

'Where is what?' Mum replied.

'The spider... the massive spider that you said was about to climb on to my shoulder,' said Josh.



'I never said anything about a spider,' protested Mum. 'Did you, dear?'  
But before Dad could answer, Josh angrily thrust his phone in Mum's face. 'What's that then?'  
Mum peered at the phone, pursed her lips, then said icily, 'A text from Callum saying that you can't copy his maths homework this week.'

Josh snatched his phone back, muttering to himself as he frantically swiped his fingers over the screen, trying to find the message. Like the rest of the family, he didn't notice a different message that flashed for a tiny fraction of a second on his screen before deleting itself. It was from Pinky:

One – nil to me, I think.

## Questions: Tech-over

| Content Domain | Examples of questions from each content domain<br>'Using evidence from the text' is a requirement in responses to all questions   |
|----------------|---|
| 2a             | <p><b>Q1.</b> Look at the introduction to the text. <b>Find</b> and <b>copy</b> a word meaning before.</p> <p>_____ (1 mark)</p> <p><b>Q2.</b> <i>Mrs Shel Drake gave another sharp elbow in the ribs to her husband, who snorted, grunted and mumbled a <b>protest</b>.</i></p> <p>Which of the following is closest in meaning to the word protest? Tick <b>one</b>. (1 mark)</p> <p>acknowledgement</p> <p>objection</p> <p>silence</p> <p>argument</p> <p><b>Q3.</b> Read the paragraph beginning: <i>After a few minutes the bedroom...</i></p> <p><b>Find</b> and <b>copy</b> a word meaning <b>lit up</b>.</p> <p>_____ (1 mark)</p> |
| 2b             | <p><b>Q4.</b> What were the names of the two devices who initially communicate with each other?</p> <p>_____ (1 mark)</p> <p><b>Q5.</b> Write down a group of words that tell you that Mr Shel Drake snores extremely loudly.</p> <p>_____</p>  |

(1 mark)

**Q6.** Using information from the text, tick one box in each row to show whether each statement is true or false.

|  | True | False |
|--|------|-------|
| Pinky is the name of Mrs Sheldrake's mobile phone.                           |      |       |
| Mrs Sheldrake sent a text to Josh about a spider that was crawling over him. |      |       |
| Silverback has the idea of playing pranks on the family.                     |      |       |
| Josh's brother is called Callum.   |      |       |

(1 mark)

2c **Q7.** Below are some summaries of different paragraphs from the text. Number them to show the order in which they appear in the text. The first one has been done for you:

Mrs Sheldrake is irritated by her husband's snoring. **1**

Pinky is satisfied with how she managed to fool Josh.

Silverback receives the initial message from Pinky.

Mrs Sheldrake discovers that Josh has been copying Callum's maths homework.

Pinky powers up.

(1 mark)

2d

**Q8.** How do we know that Mr Sheldrake is a deep sleeper?

\_\_\_\_\_

\_\_\_\_\_

(1 mark)

**Q9.** Do you think the family enjoy spending time together? Explain your reasoning.

(1 mark)

**Q10.** How do you know that mum is not impressed with the text from Callum? Use evidence from the text to explain your answer.

(1 mark)

2e

**Q11.** Why do you think the devices have decided to trick the Sheldrakes? Use evidence from the text to support your answer.

(2 marks)

2f

**Q12.** Find and copy a group of words where the mood changes from relaxed to tense.

(1 mark)

2g

**Q13.** Why did the author choose to use the word *frantically* to describe how Josh swiped the screen? Give **two** reasons.

(2 marks)

## Answers: Tech-over

| Content Domain  | 'Using evidence from the text' is a requirement in responses to all questions   |       |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
|---|---|-------|--|------|-------|---|---|--|---|--|---|--|--|---|----------------------------------|--|---|
| 2a  | <p><b>Q1. Previously (1 mark)</b></p> <p><b>Q2. Objection (1 mark)</b></p> <p><b>Q3. illuminated (1 mark)</b></p>   |       |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
| 2b  | <p><b>Q4. Silverback and Pinky (1 mark)</b></p> <p><b>Q5. (Had now resumed) snoring like a motorbike stuck in a swamp. (1 mark)</b></p> <p><b>Q6.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">True</th> <th style="width: 20%; text-align: center;">False</th> </tr> </thead> <tbody> <tr> <td>Pinky is the name of Mrs Shel Drake's mobile phone.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Mrs Shel Drake sent a text to Josh about a spider that was crawling over him.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Silverback has the idea of playing pranks on the family.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Josh's brother is called Callum.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> <p style="text-align: right;"><b>(1 mark)</b></p> |       |  | True | False | Pinky is the name of Mrs Shel Drake's mobile phone. | ✓ |  | Mrs Shel Drake sent a text to Josh about a spider that was crawling over him. |  | ✓ | Silverback has the idea of playing pranks on the family. |  | ✓ | Josh's brother is called Callum. |  | ✓ |
|   | True  | False |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
| Pinky is the name of Mrs Shel Drake's mobile phone.                           | ✓   |       |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
| Mrs Shel Drake sent a text to Josh about a spider that was crawling over him. |   | ✓     |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
| Silverback has the idea of playing pranks on the family.                      |   | ✓     |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |
| Josh's brother is called Callum.  |   | ✓     |  |      |       |   |   |  |   |  |   |  |  |   |                                  |  |   |



|    |   |
|----|---|
|    | <p><b>Q7.</b><br/>Mrs Sheldrake is irritated by her husband’s snoring. (1)<br/>Pinky is satisfied with how she has managed to fool Josh. (5)<br/>Silverback receives the first message from Pinky. (3)</p>  |
| 2c | <p>Mrs Sheldrake discovers that Josh has been copying Callum’s maths homework. (4)<br/>Pinky powers up. (2)<br/><b>(1 mark)</b></p>   |
| 2d | <p><b>Q8.</b></p> <ul style="list-style-type: none"> <li>● A sharp elbow to the ribs does not wake him up properly</li> <li>● He is unaware of his own snoring</li> <li>● He does not notice the phones lighting up</li> </ul> <p style="text-align: right;"><b>(1 mark)</b></p> <p><b>Q9.</b><br/>No because:</p> <ul style="list-style-type: none"> <li>● Even when they are all sat next to each other, they are on their phones, tablets and other devices and not engaging with one another.</li> </ul> <p style="text-align: right;"><b>(1 mark)</b></p> <p><b>Q10.</b> Because she purses her lips, then said icily/she spoke to Josh icily. <b>(1 mark)</b></p> |
| 2e | <p><b>Q11.</b> <i>The devices may have decided to trick them because:</i></p> <ul style="list-style-type: none"> <li>● They may be fed up because they never sleep/are never turned off</li> <li>● Might be annoyed at being suffocated by his snot-rag/covered/draped in his hanky/hanky carelessly draped over him</li> <li>● Fed up with Mr Sheldrake’s snoring</li> <li>● The family spend a lot of time on them/their devices. <i>All had their heads bowed with their fingers tapping and swiping over their phones, tablets and other devices.</i></li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p>   |
| 2f | <p><b>Q12.</b> Suddenly, Josh jumped up (and stared wide-eyed at the wall behind them).</p>   |
| 2g | <p><b>Q13.</b></p> <ul style="list-style-type: none"> <li>● It tells the reader he was doing it quickly/in a rush</li> <li>● He was panicking/anxious (because he did not know where the message had come from)</li> <li>● He was worried about the content of the message/that he was in trouble</li> </ul> <p style="text-align: right;"><b>(2 marks)</b></p>   |
| 2h |   |

## Text: Going Down Hill on a Bicycle Henry Charles Beeching

### A Boy's Song

With lifted feet, hands still,  
I am poised, and down the hill  
Dart, with heedful mind;  
The air goes by in a wind.

Swifter and yet more swift,  
Till the heart with a mighty lift  
Makes the lungs laugh, the throat cry:—  
“O bird, see; see, bird, I fly.

“Is this, is this your joy?  
O bird, then I, though a boy,  
For a golden moment share  
Your feathery life in air!”

Say, heart, is there aught like this  
In a world that is full of bliss?  
'Tis more than skating, bound  
Steel-shod to the level ground.

Speed slackens now, I float  
Awhile in my airy boat;  
Till, when the wheels scarce crawl,  
My feet to the treadles fall.

Alas, that the longest hill  
Must end in a vale; but still,  
Who climbs with toil, wheresoe'er,  
Shall find wings waiting there.

## Questions: Going Down Hill on a Bicycle Henry Charles Beeching

| Content Domain | Examples of questions from each content domain<br>'Using evidence from the text' is a requirement in responses to all questions   |
|----------------|---|
| 2a             | <p><b>Q1.</b> Look at first stanza (verse). <b>Find</b> and <b>copy</b> a word meaning ready.</p> <p>_____ (1 mark)</p> <p><b>Q2.</b> <i>Who climbs with <b>toil</b>, wheresoe'er,<br/>Shall find wings waiting there.</i></p> <p>Which of the following is closest in meaning to the word <b>toil</b>? Tick <b>one</b>. (1 mark)</p> <p>fear</p> <p>disappointment</p> <p>effort</p> <p>ruin</p> |
| 2b             | <p><b>Q3.</b> What does the boy compare riding down a hill on a bicycle to? Write down <b>three</b> ideas.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p style="text-align: right;">(up to 3 marks)</p>  |



**Q4.** Write down a group of words that tell you that the boy enjoys riding down the hill on his bicycle.

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(1 mark)

2c **Q5.** What is the main message in the final stanza (verse) of the poem? **Tick one. (1 mark)**

At the bottom of every hill is a valley.

It is worth the hard work to climb the hill, to ride down it afterwards.

Climbing the hill allows you to fly with the birds.

You must be careful when cycling down the longest hill.

2d **Q6.** In the stanza (verse) beginning: *Is this, is this your joy?* Why does it say *a golden moment share?*

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(1 mark)

*Speed slackens now, I float  
Awhile in my airy boat;  
Till, when the wheels scarce crawl,  
My feet to the treadles fall.*

**Q7.** What is happening in this stanza (verse) of the poem?

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(1 mark)

**Q8.** What evidence is there in the text that the poem was written a long time ago?

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(1 mark)

|    |   |
|----|---|
| 2e |   |
| 2f |   |
| 2g | <p><b>Q9.</b> <i>Dart, with heedful mind; The air goes by in a wind.</i></p> <p>How do the above words create a feeling of speed in the poem?</p> <hr/> <hr/> <p style="text-align: right;"><b>(1 mark)</b></p> |
| 2h |   |

## Answers: Going Down Hill on a Bicycle Henry Charles Beeching

| Content Domain | 'Using evidence from the text' is a requirement in responses to all questions  |
|----------------|--|
| 2a             | <p><b>Q1.</b> poised <b>(1 mark)</b></p> <p><b>Q2.</b> effort <b>(1 mark)</b></p>  |
| 2b             | <p><b>Q3.</b></p> <ul style="list-style-type: none"> <li>● flying like a bird</li> <li>● skating</li> <li>● floating in a (airy) boat <b>(up to 3 marks)</b></li> </ul> <p><b>Q4.</b></p> <ul style="list-style-type: none"> <li>● Till the heart with a mighty lift, makes the lungs laugh</li> <li>● Is this, is this your joy?(O bird, then I, though a boy, For a golden moment share Your feathery life in air)</li> <li>● Say, heart, is there aught like this, in a world that is full of bliss?</li> </ul> <p style="text-align: right;"><b>(1 mark)</b></p> |
| 2c             | <p><b>Q5.</b></p> <ul style="list-style-type: none"> <li>● It is worth the hard work to climb the hill, to ride down it afterwards <b>(1 mark)</b></li> </ul>  |
| 2d             | <p><b>Q6.</b></p> <ul style="list-style-type: none"> <li>● because he won't be flying down the hill for long/ it's a moment because it won't last long.</li> <li>● it's golden because he is enjoying it/thinks it is amazing/shows how much he is enjoying it.</li> </ul> <p style="text-align: right;"><b>(1 mark)</b></p> <p><b>Q7.</b></p> <ul style="list-style-type: none"> <li>● He is slowing down</li> </ul>  |

- He is losing speed
- The wheels are slowly turning
- He puts his feet back on the peddles as the bike is slowing down

|    |  |
|----|--|
|    | <p><b>(1 mark)</b></p> <p><b>Q8.</b> Use of old fashioned/uncommon language. <b>(1 mark)</b></p> <ul style="list-style-type: none"> <li>● aught</li> <li>● tis</li> <li>● treadles</li> <li>● wheresoe'er</li> </ul>                                   |
| 2e |  |
| 2f |  |
| 2g | <p><b>Q9.</b></p> <ul style="list-style-type: none"> <li>● Dart means quickly/suddenly/like a dart flying through the air</li> <li>● The air goes by in a wind means that the air is like wind on his face because he is going fast/quickly</li> </ul> |
| 2h |  |