

1. On the Road

1. 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 answers which refer to driving the lorry and directly respond to the question, showing an understanding of the term *ambition*, eg:

- *(she wanted) to be a lorry driver;*
- *lorry driving;*
- *drive a lorry.*

Do not accept vague responses which are not a direct response to the question: eg (a) *lorry driver*.

1 mark

2. 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 reference to Sharon's determined attitude, eg:

- *they realised that she was determined (to be a lorry driver);*
- *her mind was set on being a lorry driver.*

Do not accept references to the fact that Sharon had always dreamed of being a lorry driver (or paraphrases).

1 mark

3. 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 responses which recognise that the words in brackets explain the abbreviation, eg:

- *it's what LGV means*
- *in case people wonder what it stands for.*

1 mark

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

Award **1 mark** for each reference to the domestic activities Sharon carries out in the cab or to the comfort of the cab, to a maximum of **2 marks**:

- sleeping, eg: *she sleeps in the cab;*
- reading, eg: *she read a book;*
- radio, eg: *she's got a radio;*
- television, eg: *she watched the TV;*
- eating, eg: *she had soup in the cab;*
- cooking, eg: *she can cook food in her cab / she's got a microwave;*
- phoning home, eg: *she phoned the kids;*
- comfort, eg: *she says it's cosy / it's dry, safe and comfy.*

Also award **1 mark** for reference to general domestic equipment in the cab, eg: *she's got what she needs to live in the cab.*

up to 2 marks

5. 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 four cells correctly completed.

Award **1 mark** for two or three cells correctly completed.

Day	Time	Place	Event
Monday	05.00	Nottingham	Picked up lorry
	10.15	<i>On ferry</i>	Met Carl and Eddie
	14.00	Laon	<i>Stopped for lunch</i>
	19.00	Limas	Stopped for the night
Tuesday	09.00	E15 Motorway	<i>Unexpected stop / indicator not working / checked bulb / drivers flashing lights</i>
	<i>12.00 / 12 noon / midday / 12</i>	Le Boulou	Lunch

up to 2 marks

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

Award **2 marks** for responses which recognise that the writer has **compared** reversing a lorry with another difficult task to show how difficult it is, eg:

- *threading a needle with gloves on is hard so she's saying it's very difficult;*
- *because they're both hard things to do.*

Award **1 mark** for responses which recognise that the description shows how difficult one of the tasks is, eg:

- *because reversing a lorry is very difficult;*
- *because it's very hard to thread a needle with gloves on;*
- *because it's very hard and almost impossible;*
- *it's a good way to describe what it is like to reverse a lorry because it is difficult to thread a needle with gloves on.*

Also award **1 mark** for references to the use of figurative language and the impact of this, eg:

- *Sharon is using a simile and is trying to get across the difficulty of what she is doing.*

up to 2 marks

7. 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 each response in the following categories, to a maximum of **2 marks**:

- has time/day and/or place of writing / is daily comments, eg: *it shows the time / it splits it into the days*;
- written in note form / uses short sentences, eg: *it's not in full sentences*;
- chronological order, eg: *it's in date order*;
- uses informal language, eg: *it's as if she's talking to another person*;
- written in first person / uses 'I'.

Do not accept references to diary-type content, eg: *it's a record of what Sharon did/felt* **or** undeveloped references to brevity, eg: *they are short*, **or** layout, eg: *it's set out like a diary*.

up to 2 marks

8. 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 the correctly ticked box.

Tick **one**

to persuade you to become a lorry driver

to explain why travelling is so important

to give you background information

to give you instructions about driving a lorry

1 mark

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

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- she doesn't want to break any laws / checks her tachograph;
- stops and fixes indicator / checks bulbs and wires / responded when other drivers flashed lights;
- sits out the storm rather than driving on / slows right down in storm / parked safely;
- checks her load (before she starts);
- has a good night's sleep / takes breaks / doesn't continue driving for too long;
- plans her journey / leaves time for delays / takes her time on the road / wants to arrive before dark.

Do not accept reference to Sharon staying behind a lorry carrying chemicals.

up to 2 marks

10. 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.*

up to 3 marks

2. *The Long Drive*

1. 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:

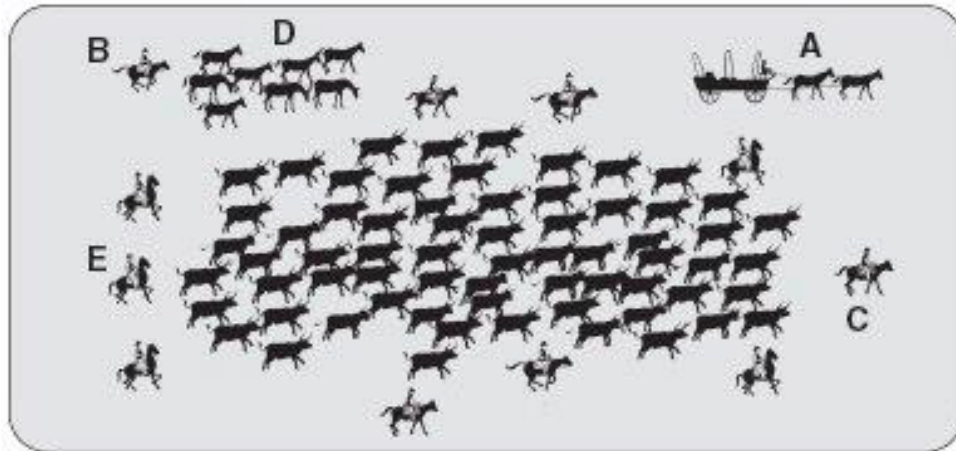
- *wrangler.*

Also accept responses which describe role of wrangler without naming the job, eg: *carry messages / looking after the spare horses/remuda.*

1 mark

2. 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 all four letters correctly placed.



the youngest cowboy

B

the cowboys who had the worst job

E

the cowboy who made the meals

A

the spare horses

D

the cowboy in charge

C

1 mark

3. 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 the correctly ticked box.

Tick **one**

to explain how difficult the work of the cowboys is

to explain the roles of the riders

to show how many animals had to be moved

to tell you the order of what happens on the long drive

1 mark

4. 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 reference to any of the following, to a maximum of **2 marks**:

- names / roles / functions / jobs of the cowboys, eg: *because that's who they are / because it's the name of the person's job*;
- the words are included on the diagram, eg: *so you see them and look on the diagram / so you can find them on the picture*;
- the words show the topic of the paragraph, eg: *they are what the section is about / the thing that it's telling us about*;
- the words need to be explained, eg: *because they're words you probably don't know / those are the words they are explaining*.

Do not accept references to important words / key words or subheadings.

up to 2 marks

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

Award **1 mark** for answers which refer to the need to keep the cattle safe from rustlers / prevent the cattle from being stolen **or** to prevent them stampeding, eg:

- *so the cattle would not run away*;
- *in case rustlers came*.

Do not accept general references to keeping the cattle safe.

1 mark

6. 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*.

Also accept references to the trail boss liking being in charge.

Do not accept references to cowboys seeing new places or feeling free or general references to the cowboys' job, eg: rounding up cattle.

up to 2 marks

7. 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)*

up to 3 marks

3. **On the Plains**

Award **1 mark** for each correct choice.

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

wet cool windy hot

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

a few days old. very new. a few weeks old. very faint.

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

happy. cold. worried. angry.

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

return. leave. survive. succeed.

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

ranch. sea. river. trees.

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

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

- it was a small herd;
- they had been there within the last three days, eg:
 - *how long it was since they had been there;*
 - *they were not more than a day or two away;*
- they were heading towards the river, eg:
 - *he found out which way they were heading.*

Do not accept responses based on the sentence ‘He knew the horses would come to that river to drink every day’.

1 mark

7. 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 the phrase tired and disgusted.

Responses must include both ‘tired’ and ‘disgusted’ to get a mark.

Also accept they were back, tired and disgusted but no additional words.

1 mark

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

Award **1 mark** for references to Bob's knowledge that he would find a herd, eg:

- *he knew that he had found a herd of horses. He had succeeded;*
- *he knew where the mustangs were going;*
- *he knew they would be at the Pecos River;*
- *he had found out where the mustangs drink;*
- *he was proud of the work he had done of finding the herd.*

Do not accept undeveloped references to the fact that Bob knew the mustangs would come to the river every day (following sentence) or responses which are too general or from a different part of the story, eg:

- *he knew there was water nearby;*
- *because he was pleased;*
- *he had proved the other cowboys wrong.*

1 mark

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

Award **1 mark** for answers which are clearly text-based.

Determined, eg:

- *he knows that the job is difficult but he wants to have a go;*
- *he doesn't give up but persists until the job is done;*
- *he wants to do the job by himself to prove he can;*
- *he wants to find the mustangs.*

Patient, eg:

- *he doesn't rush but thinks things through;*
- *he waits for the horses;*
- *he walks slowly with his horse, not rushing.*

Thoughtful, eg:

- *he plans what he's going to do before he starts;*
- *he considers the needs of the other cowboys;*
- *he tries to get some horses for the ranch.*

These are examples only and pupils will find other ways of responding appropriately.

Responses must be based on specific parts of the text.

Do not accept general responses which are not text-based, eg: *determined / he is not going to give up.*

1 mark

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

(a) Award **1 mark** for recognition that the ellipsis introduces a flashback, eg:

- *he's going back and thinking about it;*
- *he is going to tell the story;*
- *'read on and I'll tell you about it.'*

1 mark

(b) Award **1 mark** for recognition that the ellipsis indicates the passage of time, eg:

- *the writer's showing that he has skipped the bit about how he captured the horses;*
- *three weeks had passed and he was in a different place.*

1 mark

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

Award **2 marks** for expression of surprise / congratulations / apology **and** an explanation, which may be implicit.

Award **1 mark** for expression of surprise / congratulations / apology.

Examples:

- *How did you do that all by yourself?* (2 marks)
- *How on earth were you able to get mustangs when we couldn't get near a herd?* (2 marks)
- *Sorry we didn't think you could do it;* (2 marks)
- *I can't believe it, how you got them;* (1 mark)
- *You were great out there, yeah, you were great.* (1 mark)

Also accept responses in the third person, eg: *they would have been angry to be proved wrong and amazed.* (2 marks)

Do not accept responses which are not text-based, eg: expressions of disbelief – *I bet you bought them, you cheat.*

up to 2 marks

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

These are the references to heat/cold in the text:

heat

- hotter than an oven
- too hot for a man to walk on
- pulled his wide-brimmed hat to his head

cold

- the chilly night air
- threw the blanket round his shoulders
- wishing he could make a fire
- the chilliness of the night made the stars look to him like shining slivers of ice
- the stars were balls of fire, like the sun, but Bob didn't feel them that way

Award **2 marks** for responses which identify the contrast **and** include recognition of authorial intent through comment on the writer's description of either the heat being like an oven or the stars as slivers of ice, eg:

- *he described the heat using a simile and he said the cold made the stars look like slivers of ice;*
- *he said it had been too hot to stand on the ground. He also said that Bob thought of the stars as slivers of ice;*
- *he uses words like hotter than an oven and the chilliness of the night made the stars appear like shining slivers of ice.*

Award **1 mark** for responses which make a simple text-based contrast between the heat and the cold, eg:

- *when the sun died down it got really cold. When the sun is up it is scorching hot;*
- *in the day it was hotter than an oven but in the night the chilliness made the stars look like shining slivers of ice;*
- *in the heat he was so hot he has to tighten his hat and in the cold he wants to light a fire but he can't and he's got a blanket round him.*

Responses need to refer to both the heat **and** the cold to be awarded a mark.

up to 2 marks

4. Travelling On

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

Award **1 mark** for responses which identify one of the following similarities:

- solitary;
- responsible for lorry and load and cattle / horses;
- plan their own day;
- move from place to place / travel long distances;
- deliver goods;
- work for days at a time.

Do not accept very general responses, eg: *they both travel.*

1 mark

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

Award **2 marks** for responses which include reference to cowboys being brave / doing a difficult/useful job / being hardworking **and** which include evidence from the text, eg:

- *they had a hard life and there were risks and dangers everywhere;*
- *hat cowboys have jobs to do, and how dangerous – with rustlers, rivers, and bad weather. It's difficult keeping the herds together, going to catch wild horses alone, and how different it is to films;*
- *I think it tells you that it's hard work being a cowboy. Bob Lemmons goes out on his own to capture an entire herd.*

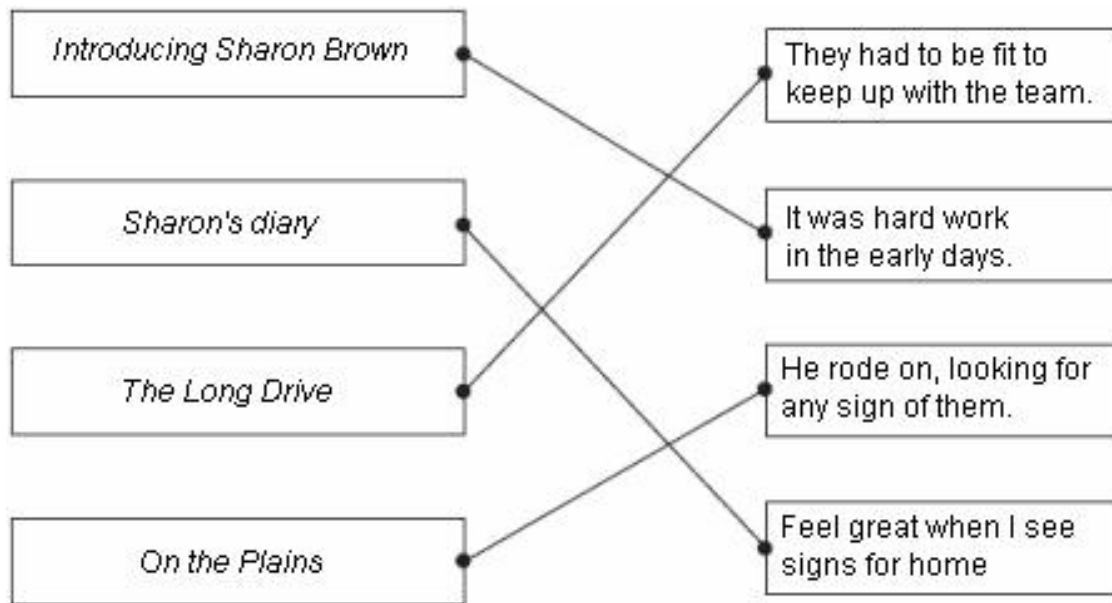
Award **1 mark** for responses which include reference to cowboys being brave / doing a difficult/useful job / being hardworking, eg:

- *that a cowboy's life is not an exciting life, but they do have to work very hard.*

up to 2 marks

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

Award **1 mark** for all statements correctly matched.



1 mark

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

Award **1 mark** for each appropriate comment that is text-based to a maximum of **3 marks**.

Answers should relate to the skills and qualities needed for the job, not just the tasks performed.

- Sharon: has to learn how to reverse/drive a big lorry/pass tests; find her way on her own; cope with an unfamiliar language; repair the lorry; cope with bad weather.
- A trail boss: has to be able to ride well; lead the team; guide the way; cope with dangers and threats; know where to stay/find water; be responsible for/take care of the men.
- Bob Lemmons: has to work on his own; has to know how to ride; understand the ways of wild horses; capture wild horses; track wild horses; live in an inhospitable environment.

Examples:

- [Bob Lemmons] *because you have to know the different clues to find a herd and then you have the role of catching them and you have to be ready for all kinds of weather conditions;* (3 marks)
- [Sharon Brown] *I think because it takes a lot of skill to reverse and get on a ferry and travel from England to Spain and get through a storm and very tight traffic;* (2 marks)
- [Bob Lemmons] *I think this because he had to get a herd of horses by himself and the others just had to drive a lorry or go and find where to camp;* (2 marks)
- [Sharon Brown] *because she needs to know the roads and learn to drive. She also needs to travel all around the world nearly every week;* (1 mark)
- [trail boss] *because he meets lots of dangers. Sharon Brown doesn't have as large dangers and Bob Lemmons doesn't have any dangers.* (1 mark)

Also award 2 marks for responses which quote or closely paraphrase the section of text beginning *The trail boss was in charge ...* with no interpretation, eg:

- *the trail boss had to give orders carefully in case they got something wrong, check the herd, and ride ahead to find water. He would also have to decide on a safe place to camp and look after the men.*

up to 3 marks