

## Section 1: Volcanoes

Page 4

### Questions 1–3

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

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

1. Under the Earth's surface, it gets

hot.

wet.

cool.

dark.

2. Most people think that volcanoes are

anywhere  
in  
the world.

tall and  
cone shaped.

broad  
and flat.

under  
the sea.

3. An active volcano is one that is

erupting.

gentle.

no longer  
erupting.

pouring out  
lava.

4. Fill in the facts about the eruption of Vesuvius in the table below.

One box has been filled in as an example.

**up to 3 marks**

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

Award **1 mark** for each correctly completed cell, to a maximum of **3 marks**.

Date and time eruption started	<i>Midday, 24th August, AD 79</i>
Height of volcanic cloud	20 kilometres / km (not metres) (unit of measurement must be included)
Depth of rubble over Pompeii	2 metres / m (not kilometres) (unit of measurement must be included)
Contents of volcanic cloud	Any <b>two</b> of: <ul style="list-style-type: none"> <li>■ ash</li> <li>■ pumice</li> <li>■ rock</li> <li>■ (hot) gas.</li> </ul> <b>Also accept</b> rubble when included with (hot) gas or ash. <b>Do not accept</b> rubble when included with pumice or rock.

5. Are these sentences **true** or **false**?

Write **T** or **F** by each one.

The first one has been done for you.

**1 mark**

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

Award **1 mark** for all three answers completed correctly.

There are two types of volcano.	<b>F</b>
Lava consists of liquid rock.	<b>T</b>
Some volcanoes are under the sea.	<b>T</b>
All volcanoes produce loud explosions.	<b>F</b>

6. ... *this liquid rock can ... burst through*

What does the word **burst** tell us about the movement of the lava?

**up to 2 marks**

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

Award **2 marks** for answers referring to explosiveness / building up of pressure, eg:

- *it's like it blows the top of the mountain off and comes squirting out from inside the Earth*
- *it tells us that the lava is going to break through in something like spring-like action*
- *it moves with force and speed and finally overcomes the restraint of the rock itself.*

Award **1 mark** for answers referring to speed, suddenness or power, eg:

- *it comes out fast*
- *it tells us that the lava is strong and powerful*
- *fast and can demolish anything in its way.*

**Do not accept** answers that simply present an analogy, or refer to eruption, without explaining the effect of the word *burst*, eg:

- *it bursts like a balloon*
- *it erupts.*

7. Look at the section called *The Eruption of Vesuvius* on page 5.

**Find** and **copy** a word which tells you that the ash was dangerously hot.

**1 mark**

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

Award **1 mark** for either of the following words:

- *blistering*
- *burnt.*

**Also accept** a short phrase from the text containing one of these words. Ignore minor errors in copying.

8. Some words on pages 4 and 5 stand out because they are in **bold** print.

Why are they written like this?

**1 mark**

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

Award **1 mark** for the correctly ticked box.

Tick **one**.

They are words from another language.

They are subheadings.

They are words that are explained in the text.

They are names in the text.

## Section 2: Disaster Strikes

Page 6

9. The following are the people who were mentioned in *Disaster Strikes*.

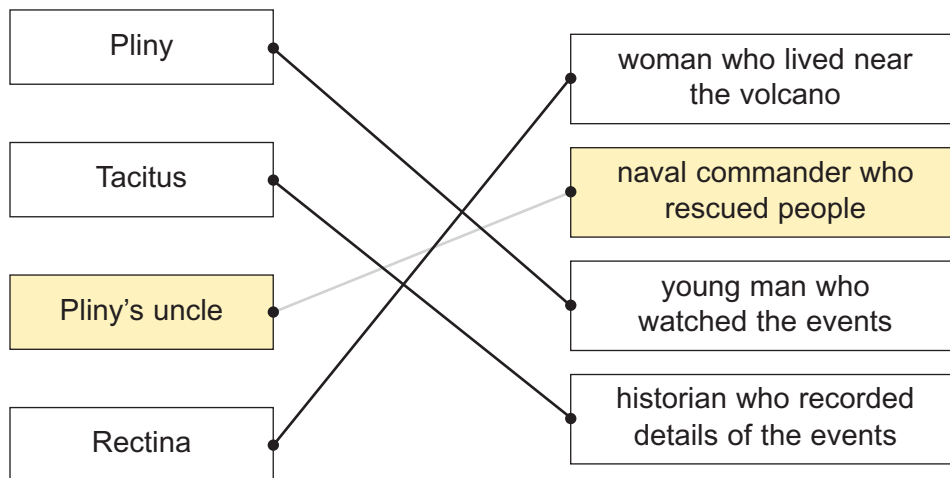
Match the names with the correct descriptions.

One has been done for you.

**1 mark**

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

Award **1 mark** for matching all three pairs correctly.



10. Look again at Pliny's account of his uncle's journey.  
The events are described below, but they are in the wrong order.

Number each event to show the correct order.

The first one has been done for you.

**up to 2 marks**

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

Award **2 marks** for all four stages correctly numbered.

Award **1 mark** for two or three stages correctly numbered.

- |   |                              |
|---|------------------------------|
| 2 | ordered launching of ships   |
| 1 | received letter from Rectina |
| 4 | came close to land           |
| 5 | refused to listen to advice  |
| 3 | journeyed into danger zone   |

11. Look at the information about Mount Vesuvius in AD 79  
on page 6.

How do you know that life was peaceful in the area?

**1 mark**

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

Award **1 mark** for any of the following pieces of information:

- Vesuvius had been dormant for hundreds of years
- the mountain was green / the slopes were cultivated
- people had become used to the tremors
- people were just going about their daily business.

**Also accept** reference to farming / farmers growing fig and/or olive trees.

12. **Find and copy** two phrases, one from page 6 and one from page 7, to show that Pliny's uncle wanted to study the volcano.

a) Evidence from page 6:

**1 mark**

b) Evidence from the letter on page 7:

**1 mark**

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

a) Award **1 mark** for one of the following, which may be quoted as part of a longer phrase:

- ... closer look ...
- ... set off to investigate ...
- ... to dictate his observations ...
- ... to observe the volcano ... .

Minor errors in copying should not be penalised.

**Do not accept:**

- ... collecting information ...
- ... not content to stand by and watch ... .

b) Award **1 mark** for one of the following, which may be quoted as part of a longer phrase:

- ... begun in a spirit of inquiry ...
- ... describing each moment of the eruption ...
- ... to be noted down ...
- ... as he observed it ... .

Minor errors in copying should not be penalised.

**Do not accept:**

- ... hurried to the danger zone ... .

13. What dangers made the helmsman want to turn back?

Write **two**.

**up to 2 marks**

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

Award **1 mark** for each acceptable reason up to a maximum of **2 marks**.

Acceptable responses refer to physical consequences of the eruption, eg:

- *in shallow water*
- *the shore was blocked / they got stuck in the rubble*
- *the ash / stones / pumice falling from the sky / hotter / thicker*
- *the ship could have caught fire.*

**Also accept** *hot ash / cloud of ash.*

**Do not accept** non-text based answers, eg: *the volcano / eruption / flames / lava*, or partial answers with no development, eg: *stones / ash / rubble.*



14. Pliny's uncle received a written message from Rectina stating her problem and asking for his help.

What do you think Rectina wrote?

Using the information you have read, write Rectina's message below.

**up to 3 marks**

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

Points to be included:

- eruption
- danger to Rectina (may be implicitly included in 'eruption' details)
- call for help.

Award **3 marks** for responses that include all three elements and provide a fuller explanation for at least one of them, by giving more detail about the nature of the danger to Rectina or about how Pliny's uncle can help, eg:

- *this is very frightening, as I look at the volcano at this minute, it is bursting at the seams! People are in trouble shouting, screaming, dying. Please help to save these people's lives. They are relying on you. The volcano is nearly on us. Your friend, RECTINA*
- *as you know my house is at the foot of the mountain. If the volcano erupts I will be one of the first to be killed. Will you come and rescue me? By boat is the only way. From Rectina*
- *I'm really scared here. I am in the foot of the volcano. Rubble and ashes are falling over here. I need to escape. I am terrified. It is impossible to escape from here. Everything is dark. Lava is pouring out. I need help.*

Award **2 marks** for responses that mention the three essential elements of the situation, **or** that give a full explanation of two of them without mentioning the third, eg:

- *please come and help because I'm at the foot of the Volcano Vesuvius and it's puffing out black smoke and I think it's erupting*
- *I am stuck. My house is at the foot of a mountain and the volcano's erupted. I need your help. Help me escape. Come quickly! Rectina*
- *I am trapped because the volcano is erupting. Help!*
- *as I live at the bottom of the mountain escape is nearly impossible. The only way of escape is by boat. I know you are commander of the port and you have ships. Please save me. Rectina.*

Award **1 mark** for calls for help that state the general nature of the danger but omit to mention an essential aspect of the situation, eg:

- *I am stuck at the bottom of the volcano. Please come and save me*
- *please come and rescue me from this terrifying place. There is nowhere for me to escape to.*

Also award **1 mark** for responses which are heavily dependent upon the wording of the stimulus text, eg:

- *I am terrified of the danger threatening me, I implore you to come and rescue me from my fate.*

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.

**up to 3 marks**

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

Award **3 marks** for answers that provide well-justified and developed descriptions of bravery and/or foolishness and that reveal detailed examination of the text, eg:

- *brave to risk his life to rescue others and to try and learn more about the effects of a volcano, and brave to be going into the thick of the danger when everyone else was running away*
- *he took on the challenge of rescuing Rectina and went into the place when everyone was leaving. He even went on when ashes and bits of pumice were falling and carried on when the helmsman advised not to*
- *foolish because he seemed to set off without thinking that the stone and ash would be boiling so he might get burnt to death. He ignored all the advice and charged in*
- *he was brave because he charged into the 'danger zone' where everyone was fleeing, and also because he saw the thick black cloud forming and changed his course to save others. Yet he was foolish because he charged in not knowing what to expect. He died for this reason*
- *I think he was brave because he went to observe the volcano but also to save the people. I think he was foolish to think that he could rescue everyone, but also because he refused to go back when it got extremely dangerous.*

Award **2 marks** for responses that offer at least two relevant pieces of textual evidence, eg:

- *Pliny's uncle was very brave to rescue all those people. It was not foolish to go and help and those people would turn in their graves to hear 'foolish' said about him*
- *foolish because he risked his life going into the volcano but brave because he went to save Rectina*
- *brave to go into the danger zone and to do it to save other people*
- *he is brave because he went to save his friend and investigate the volcano. But he is also foolish because volcanos are really dangerous.*

Award **1 mark** for undeveloped / simple responses which make some comment about his bravery / foolishness, eg:

- *brave because he went into the volcano*
- *brave to save people as many people would just run about*
- *foolish because he was going to the erupting volcano.*

## Section 3: Pompeii Today

Page 9

16. What was the *unusual blanket* that covered the town?

**1 mark**

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

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

- *ash*
- *rock.*

**Also accept** rubble.

17. ... *not all visitors treat the site with respect.*

Write down two different ways in which they cause damage to the town.

**up to 2 marks**

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

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

- vandalism (or specific examples, eg: graffiti)
- theft
- tourists climbing on ruins
- wear and tear.

**Do not accept** examples of damage that are not supported by the text, eg: *litter.*

18. ... trapped in time.

Why do you think Pompeii was described in this way?

1 mark

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

Award **1 mark** for answers which refer to the fact that the town was hidden / frozen / preserved for 2000 years, eg:

- *nothing changed / it stood still for 2000 years*
- *all the valuables were hidden under the rubble*
- *it was preserved by the layer of ash and rock*
- *it's like it was in 79 AD.*

**Do not accept** references to people being trapped, eg:

- *the people couldn't move.*

19. Explain why the archaeologist believes that he is watching *the second death of Pompeii.*

up to 2 marks

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

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

- *destruction of Pompeii (outcome)*
- *tourism / people stealing treasures, etc (cause)*
- *again / for the second time.*

Examples:

- *it's going to be destroyed again because of all the damage done by tourists (2 marks)*
- *he believes that it's going to be ruined like it was by the volcano (2 marks)*
- *because everything is being vandalised and stolen. (1 mark)*

**Do not accept** references to Vesuvius / the volcano erupting again.

## Questions about the postcards

Page 10

**20.** Why was Vesuvius closed to visitors on the day Neena wanted to visit it?

**1 mark**

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

Award **1 mark** for answers that refer to the volcano's activity on that day, eg:

- *because it was active*
- *it was huffing and puffing clouds of smoke*
- *it would have been dangerous*
- *it looked as if there was going to be another eruption / because it might erupt.*

**Do not accept:**

- *huffing and puffing / it was huffing and puffing clouds (not precise enough) / it was erupting.*

**21.** What opinion did Neena and Lisa have in common?

**1 mark**

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

Award **1 mark** for answers referring to the positive attitude felt by both towards Pompeii, eg:

- *they both felt that Pompeii was interesting / impressive / great / beautiful*
- *they both had a wonderful day in Pompeii.*

22. Neena could have written  
*I saw someone taking a ...*

but instead she wrote  
*I saw an idiot hacking off and stealing a ...*

What does Neena's choice of words tell you about the way she felt?

**1 mark**

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

Award **1 mark** for answers referring to anger / disapproval, eg:

- *they show that she's angry / mad / disgusted*
- *it shows she didn't approve*
- *she thought it was as bad as stealing from someone's home*
- *she thought it was wrong.*

**Do not accept** answers which refer to disappointment / surprise or to the implication that the thief was stupid.

23. Why does Lisa say that she was lucky?

**1 mark**

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

Award **1 mark** for answers referring to her find, eg:

- *she found a souvenir.*

24. **Find and copy** the words that show that Lisa knew she had done something wrong.

**1 mark**

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

Award **1 mark** for either of the following quotations revealing furtiveness:

- *slipped (it in my pocket)*
- *no one noticed.*

Minor errors in copying should not be penalised.

## Section 4: Advertisements

Page 11

25. Look at these statements from the advertisement for the Café Vesuvio.

**Tick** each one to show whether its main purpose is to give information or persuade the reader.

The first one has been done for you.

*up to 2 marks*

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

Award **2 marks** for all four ticks correctly placed.

Award **1 mark** for two or three ticks correctly placed.

	Inform	Persuade
<i>Vegetarian dishes available</i>	✓	
<i>The best pizzas in town</i>		✓
<i>Round the corner from the museum</i>	✓	
<i>Open 11am to 11pm</i>	✓	
<i>friendly atmosphere</i>		✓

26. Look at the Bay of Naples Museum advertisement.

If you wanted to visit the museum, what other information would you need?

Write down **two** things.

**up to 2 marks**

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

Award **1 mark** for any pertinent suggestion, up to a maximum of **2 marks**. Acceptable responses are commonly drawn from the following categories:

- location / address
- directions / transport / route
- opening times / hours / opening days
- (admission) prices / group discounts
- telephone number / email / website
- activities on offer (eg: guided tours; activities for children)
- entry restrictions (eg: photographs / video; children below a certain age)
- facilities (eg: café, souvenir shop)
- suitability for different groups (eg: children / disabled people).

**Do not accept** very general answers, eg: *what's there*.



27. Each section of the advertisement below tries to attract customers in a different way.

b) What does **section D** do?

1 mark

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

Award 1 mark for answers that identify clearly the information-giving function of the section identified as D, eg:

- gives important information
- it tells you where to go
- it informs you about times.

a) Label each arrow with the correct letter:

**A** invites the customer

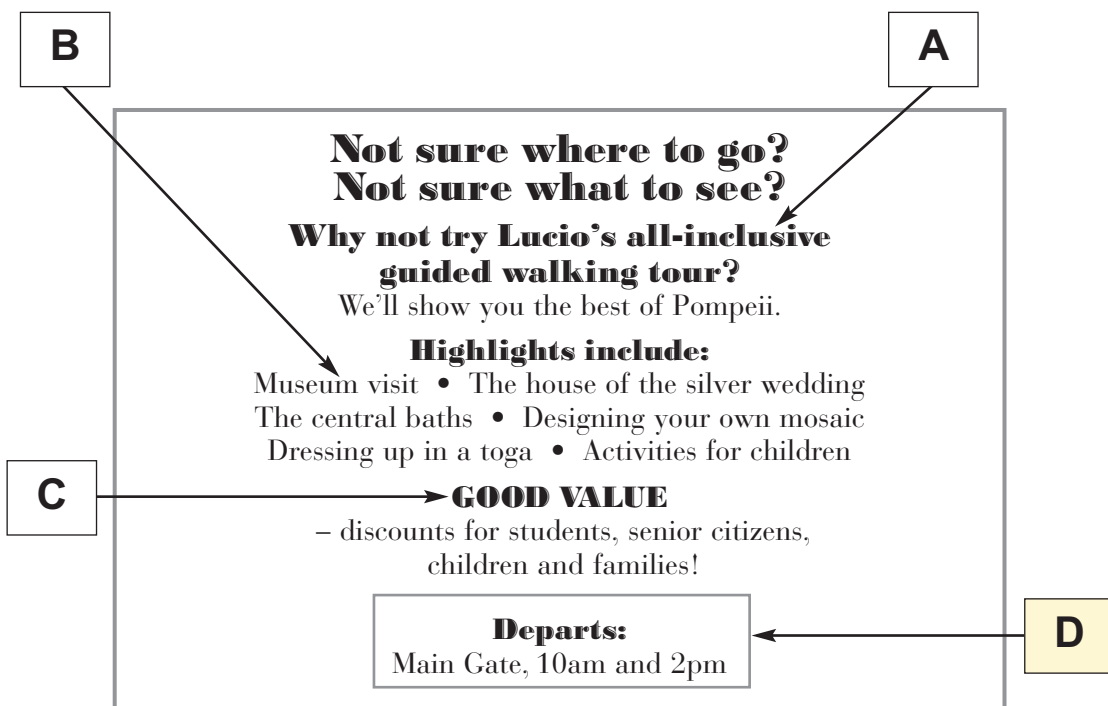
**B** explains what is on offer

**C** gives added encouragement

1 mark

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

Award 1 mark for all three boxes correctly completed, as follows:



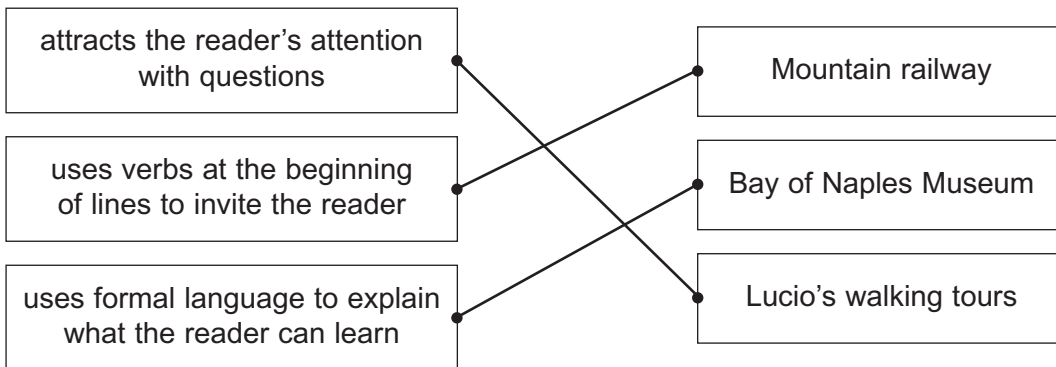
28. Here are some brief descriptions of the advertisements on pages 10 and 11.

Draw lines to match each advertisement to its description.

**1 mark**

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 matching all three pairs correctly.



## Section 5: *The whole booklet*

Page 14

29. On which pages can you find the following types of text?

**up to 3 marks**

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

Award **3 marks** if all four page numbers are correctly identified.

Award **2 marks** for three correctly identified page numbers.

Award **1 mark** for one or two correctly identified page numbers.

	<b>Page</b>	<b>Do not accept</b>
captions and diagrams	'5' or '4–5'	
an eye-witness account	'7' or '9' or '7 and 9'	'6–7' '7–9' '8–9'
advertising	'10' or '11' or '10–11'	
an expert's opinion	'8'	'8–9'

30. Why is *On Dangerous Ground* a suitable title for this booklet?

**up to 2 marks**

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

Award **2 marks** for answers which reveal close reading of the booklet and link the use of the words *dangerous* or *ground* to specific detail, eg:

- *it's dangerous to live near a volcano, as the people who lived in Pompeii in Roman times found out*
- *because it's all about Pompeii and its dangerous history.*

Also award **2 marks** for answers which explain both *dangerous* and *ground*, **or** which refer to the threat from Vesuvius / volcanoes without separating the elements of the title, eg:

- *because it is about a place near a volcano and, if it erupted, no one would be safe on the ground*
- *the town of Pompeii is on dangerous ground because it has the constant threat of the volcano erupting over it and it now has the threat of tourists destroying it too*
- *you are taking a risk if you live there*
- *because volcanoes are dangerous ground for anyone to walk on – especially if they are active.*

Award **1 mark** for answers which provide a very simple or obvious reason, eg:

- *volcanoes are dangerous*
- *because it's all about volcanoes.*

**Do not accept** undeveloped responses, eg: *volcanoes are on the ground / it's all about dangerous ground*, or general answers, eg: *because it makes it sound interesting and you want to read it.*

31. How does the information in *Volcanoes* (pages 4 and 5) help you to understand *Disaster Strikes* (pages 6 and 7)?

**up to 2 marks**

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

Award **2 marks** for answers that convey the idea that facts enhance understanding and support this with detail from the text, eg:

- *it tells you about different volcanoes and how they erupt. It also gives you good information in diagrams and what happened on what days and what times in the day*
- *it helps you understand because you don't know about the whole story then it tells you about individuals*
- *pages 4-5 tell you what happens in the explosion and pages 6-7 is a story about it*
- *it tells you when it happened and how it happened*
- *because it gives you information on volcanoes and it tells you about the volcano that they're talking about and how high the gas went and the ash, so when you read it you understood it.*

Award **1 mark** for answers that convey the idea that facts enhance understanding in a general way, eg:

- *you find out about how dangerous eruptions are*
- *because they are both about volcanoes and what can happen in them*
- *by telling us how Pompeii was destroyed.*