

*ANSWERS

11. What job in the team would the youngest cowboy have?

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:

- *wrangler.*

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

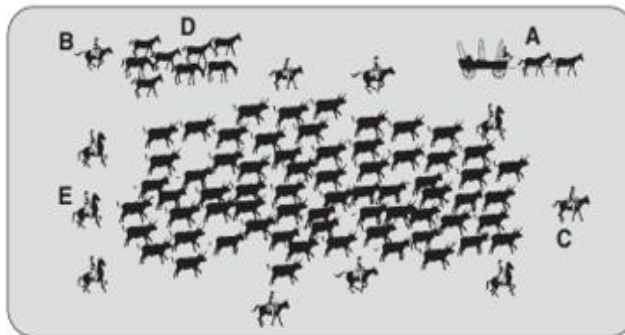
12. Match each statement to a letter on the diagram.

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 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

13. Look at the text on page 6 beside the diagram.

What is the purpose of this section?

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 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

☐

14. Some of the words on page 6 stand out because they are in **bold** print.

Why have these words been put in **bold**?

Give **two** reasons.

up to 2 marks

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

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.

15. Look at page 7.

Why did the cowboys have to guard the cattle at night?

1 mark

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.

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

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

up to 2 marks

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

Award **1 mark** for each reference to any of the following features of the cowboys' job, to a maximum of **2 marks**:

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

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.*

****ANSWERS**

18. Bob left the ranch on a

wet cool windy **hot** day.

He was busy thinking about what he had to do.

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

19. Bob rode north, hoping to see a herd of horses.
He found some tracks which were

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

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

20. He camped out overnight and felt

happy. **cold.** worried. angry.

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

21. He remembered the first time he brought a herd of mustangs back to the ranch. The other cowboys had not expected him to

return. leave. survive. **succeed.**

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

22. When Bob woke up, he followed the tracks he had found which led towards the

ranch. sea. **river.** trees.

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

23. What did Bob find out about the horses from their tracks?

1 mark

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'.

24. **Underline** a phrase which shows how the cowboys felt when they returned without any mustangs.

One day several of the cowboys had gone out to capture a herd. The ranch had been short of horses and no one ever thought of buying horses when there were so many wild ones. He had wanted to tell them that he would bring in the horses, but they would have laughed at him. Who'd ever heard of one man bringing in a herd? So he had watched them ride out, saying nothing. A few days later they were back, tired and disgusted. They hadn't even been able to get close to a herd.

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 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.

25. In the final paragraph on page 10, it says
He smiled.

Why do you think Bob smiled at this point?

1 mark

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.*

26. Choose a word which you think best describes Bob's character.

Explain why you have chosen it, using evidence from the text.

determined patient thoughtful

I think Bob is _____ because

1 mark

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.*

27. The writer uses dots ... (ellipsis) twice on page 10, each time for a different purpose.

Explain the two different purposes.

a) *he brought in his first herd of mustangs ...*

1 mark

b) *Early the next morning he had ridden out alone ...*

1 mark

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

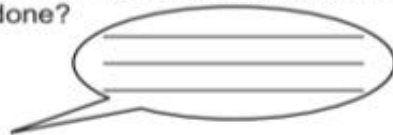
a) Award **1 mark** for recognition that the ellipsis introduces a flashback, eg:

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

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.*

28. When Bob came back with horses for the first time, what do you think the other cowboys might have said to him about what he had done?



up to 2 marks

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.*

29. How does the writer show the difference between the **heat of the day** and the **cold of the night** on the plains?

up to 2 marks

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 tighter 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.

***ANSWERS

Cowboys can be portrayed in films as leading an exciting life. What impression of cowboy life does the writer of 'On the Plains' give the reader?

Explain your answer using evidence from the text (2 marks)

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 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;*
- *that 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.*

Who do you think is more skillful at the job, a trail boss or Bob Lemmons? You will need to read the * text to answer this question.

Explain your answer using evidence from the text (3 marks)

ANSWERS SHOULD RELATE TO THE SKILLS AND QUALITIES NEEDED FOR THE JOB, NOT JUST THE TASKS PERFORMED.

- 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)
- [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)
- [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 ... (page 6) with no interpretation.

- 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.