

Mark schemes

Superheroes

1. Award **1 mark** for three correctly ticked boxes.

on television	<input checked="" type="checkbox"/>
in films	<input checked="" type="checkbox"/>
in museums	<input type="checkbox"/>
at the theatre	<input type="checkbox"/>
in graphic novels	<input checked="" type="checkbox"/>

1 mark

2. Award **1 mark** for each acceptable point from those listed below:

Like

- exciting, full of suspense;
- escape from reality;
- interesting details / differences, eg: costumes / powers.

1 mark

Dislike

- far-fetched / unrealistic;
- harmful influence on children.

1 mark

3. Award **1 mark** for responses showing understanding of unique and/or individual, eg:

- *they are special;*
- *they are all different;*
- *one of a kind.*

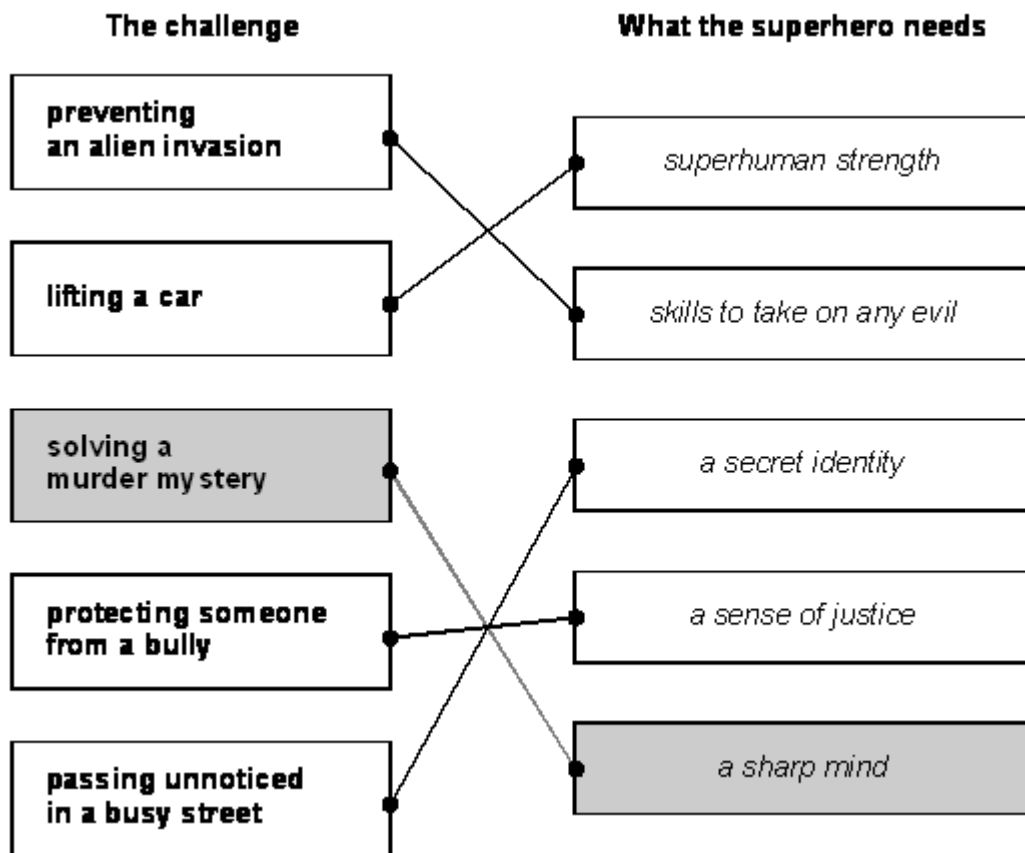
Do not accept:

- ***individual*** or ***unique*** as the explanation;
- *direct quotation from text without explanation.*

1 mark

4. Award **2 marks** for **all pairs** correctly matched.

Award **1 mark** for **two** or **three** correctly matched pairs.



up to 2 marks

5. Award **2 marks** for **three** correct answers:

Award **1 mark** for **two** correct answers:

- *sharp mind;*
- *sense of justice;*
- *courage.*

up to 2 marks

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

- *first, he would detect the danger by using his x-ray vision, then he would change into a superhero and fly into space. He would use his sharp mind to think of a plan and his superhuman strength to hold back the meteor and fight the alien enemy;*
- *first, the superhero will have to have courage to take on a meteor. A sharp mind to decide upon how he will attack the meteor. Then extraordinary powers to detect what the enemy is doing. Next, superhuman strength to use against the meteor, maybe by kicking it or something. Finally, skills to*

take on any evil or else it wouldn't be able to attack the meteor.

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

- *he would use his ability to fly to get there and then use his superhuman strength to put the meteor off course and throw it back at the aliens;*
- *he needs a sharp mind to know what is going on and he needs to fly there and have superhuman strength.*

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

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

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

up to 3 marks

7. Award **1 mark** for:

Revel.

1 mark

The Further Adventures of Souperkid

1. Award **1 mark** for:

- *(The) Further;*

or

- *The Further Adventures (of Souperkid)* (if the word is underlined or highlighted in some other way).

1 mark

2. Award **1 mark** for identifying an appropriate action for each character, up to a maximum of **2**:

- **boy** *helped Souperkid into the flat (shop) / boy opened the tin of soup;*
- **Souperkid** *saved his life / caught the vase or pot.*

up to 2 marks

3. Award **2 marks** for answers which explain how the different spellings relate to the different views of the characters / writer or answers which refer to the debunking of the superhero, eg:

- *the boy calls him Superkid because he thinks it is an ordinary superhero like Superman, but it's actually written as Souperkid, because he relies on soup to give him strength;*
- *people call him Superkid but really he's Souperkid because soup gives him energy;*
- *the boy thinks Souperkid means super, as in amazing, but it just means soup;*
- *it's a way for the writer to let you know that the boy is wrong – that this is a different type of superhero, one that actually needs soup.*

Award **1 mark** for recognising that some misunderstanding / mismatch in interpreting the name has taken place or for indicating the humorous intent, eg:

- *the boy calls him Superkid, the writer calls him Souperkid;*
- *because Souperkid spells it Souper, but the boy hears it as Super;*
- *there are two different people saying the name;*
- *it's meant to be a pun / joke.*

Do not accept answers that imply that there are two characters or one character with two names for different occasions, eg:

- *it's Super when he's being a superhero and Souper when he needs soup.*

Or answers that make a simple association with super(hero) and soup, eg:

- *it's Super for being heroic and Souper because he needs soup.*

up to 2 marks

4. (a) Award **1 mark** for reference to one of the following:

- *saves the boy / courage to fly in and save the boy / helps others;*
- *lives in a normal flat (secret identity);*
- *sharp mind;*
- *has superhuman strength when he drinks soup.*

Do not accept:

- *has superhuman strength / powers.*

1 mark

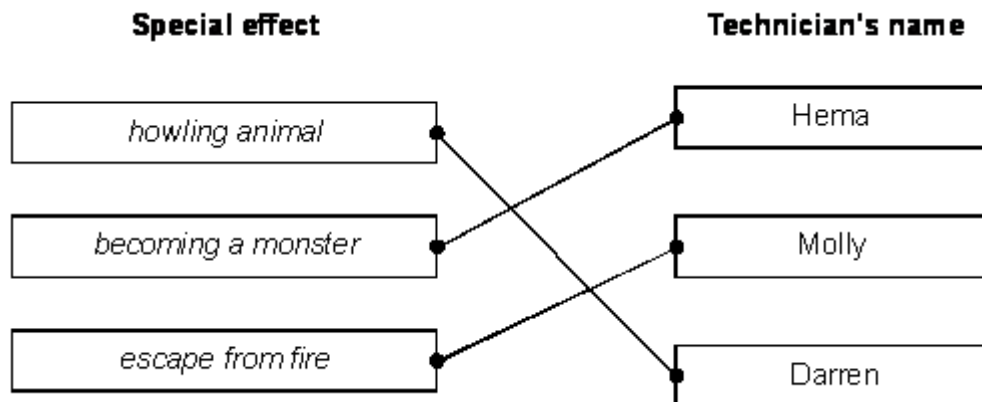
(b) Award **1 mark** for reference to one of the following:

- *relies on soup for strength / runs out of strength;*
- *needs help / asks for help;*
- *has not got a secret identity (reveals identity immediately).*

1 mark

Special Effects

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



1 mark

2. Award **1 mark** for answers referring to the fact that Darren is responsible for sound or that sound is added afterwards, eg:

- *the sounds are all stored in a computer;*
- *he does all the sound effects / he only does the sound;*
- *he's in the sound crew.*

1 mark

3. Award **1 mark** for reference to the fact that Molly is not meant to be seen / recognised or that there is some deception involved, eg:

- *the audience is supposed to think that it was the proper actor all along;*
- *we are not meant to know that it was someone else doing the stunts;*
- *because the audience would notice that it's not all for real;*
- *because she looks different from the real actor.*

1 mark

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

- *she doesn't seem to like them because she says that the actors are made to seem braver than they really are because she's the really brave one and she has to have lots of special skills and training that they don't have;*
- *I think Molly doesn't really like the main actors for she says things like "that's how actors are made to seem braver than they really are." She is being very biased towards stunt doubles "only a stunt double like me can do that."*

Award **2 marks** for identifying Molly's negative opinion (may be implicit) and providing one piece of support / textual evidence, eg:

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

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

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

up to 3 marks

5. Award **2 marks** for recognition of the fact that computers are helpful in some aspects of film-making **and** unhelpful in others, eg:

- *not helpful for 'flying' because it's quicker and easier to dangle an actor on ropes than to make him look as if he's flying on a computer but helpful for morphing;*
- *quite helpful but they can still do some effects better without computers;*
- *used for some sound effects likes the thuds but other methods are used for snow and fire.*

Award **1 mark** for reference to the fact that they are **or** are not helpful in some aspect(s) of film production, eg:

- *they are used for flying and sound effects;*
- *helpful in morphing / make-up;*
- *not all that helpful for 'flying'.*

Do not accept *very helpful* without explanation.

up to 2 marks

6. Complicated

1 mark