

Text for Section A, an adapted extract from *Shadowsea* by Peter Bunzl

First there was darkness.

Then patches of watery green light.

Then fish, whole schools of them. With luminous fins bright as knives, glowing scales that shimmered like armour.

They swam past the shadow of a submarine base.

The base was the shape of a giant rusted wheel, with spokes that ran from the exterior to its centre. Parts of it were unfinished – the ties that bound it to the seabed still under construction. Rising from the hub was a tower.

Through the tower's only porthole, a blond boy of thirteen with bright, inquisitive eyes could be seen sitting on the cabin floor. The boy was humming a tune to himself – a tune that matched the buzzing in the walls – as he worked on a miniature wagon. Jar lids made up the wagon's wheels, flattened cans its carriage. It had pencils for axles and wire for its yoke*.

When he was done, the boy plucked a white mouse from his pocket and tied it to the wagon. He placed the mouse on the floor and it tottered forward on tiny red paws, pulling the wagon behind it.

After a moment it broke into a run, skittering beneath a table, where two adults, a man and a woman with the same blond hair and inquisitive eyes as the boy, sat working.

The boy chased the mouse under the table and followed it out the door.

Hot on its heels, he ran down the passageway.

The mouse crossed grates and vents and wove beneath pipes, sticking close to the walls. It clattered its cart past damp bulbous diving suits that stank of the sea, tumbled across galleys and mess halls where crew members sat eating.

Still the boy chased it.

Finally, it ran through a crack where a door stood slightly ajar.

In the room beyond, row upon row of mice scabbled about in cages.

The white mouse stopped in the centre of the spotless floor.

The boy crouched, mouth half-open, stretching out a hand to pick it up.

A swish of a skirt.

30

A shiny leather shoe stepped across his path.

The boy glanced up. 'Hey, Aunt Matilda!'

A gaunt-faced woman with short slicked-back hair, wearing a white lab coat and goggles pushed back on her head, was putting on a pair of rubber gloves. 'That's Professor Milksop to you.'

35

Professor Milksop scooped up the mouse and dropped the cart unceremoniously on the floor. 'This rodent's valuable. You should never have taken it from the lab.'

'He looked sad,' the boy said. 'I named him Spook, on account of his colouring. He looks like a Spook*, don't ya think?'

The boy glanced at the mouse, scrabbling in the professor's hand.

40

It squeaked softly.

'Don't be naming them,' the professor said. 'Name a thing and you start to have feelings for it.'

'Go back to your quarters now, Dane. You shouldn't be here.'

The professor kicked aside the cart and headed for a second, lead-lined door at the end of the room.

45

*Glossary

yoke: used to attach an animal to a cart

spook: ghost

Section A: Reading

Spend 30 minutes on this section.

Read the text in the insert, and answer questions 1–9.

1 Where is the story set? Tick (✓) **one** box.

in a school

under water

in outer space

in an aquarium

[1]

2 Look at the structure of the first three lines.
Explain how the writer uses structure to attract our interest. Give **two** ideas.

-
 -
- [2]

3 Look at lines 1

(a) Give one v

(b) The phras
What doe

(c) Match ea

4 Look at lin

(a) Why a

(b) Who

(c) Give

3 Look at lines 1–8.

(a) Give **one** word which means 'groups'.

..... [1]

(b) The phrase *bright as knives* is a simile.
What does *bright as knives* tell us about the fish?

..... [1]

(c) Match each word to the correct word class, as it is used in lines 1–8.

bound	adjective
from	adverb
giant	noun
ties	preposition
still	verb

[3]

4 Look at lines 9–16.

(a) Why are dashes (–) used in this part?

..... [1]

(b) Who is making the wagon?

..... [1]

(c) Give **two** things that are used to make the wagon.

-
-

[2]

5 Look at lines 17–26.

(a) Who do you think the two adults are? Support your answer with evidence from the text.

..... [2]

(b) Give one verb which is a synonym for how the mouse runs.

..... [1]

(c) Give one phrase from the text which means 'moving quickly, close behind'.

..... [1]

6 Look at lines 27–35.

How does the writer make Aunt Matilda seem unpleasant? Give two ways.

• [2]
•

7 Look at lines 36–47.

(a) Give one two-word phrase which makes the mouse seem weak and helpless.

..... [1]

(b) Give a phrase which shows that Professor Milksoop did not care for the vehicle which the boy made.

..... [1]

8 Look at the
Which two

- lonely
- unkind
- curious
- creativ
- naught

Write the

Adjective

Evidence

Adjective

Evidence

9 Match e:
for you.

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l

pu

- 8 Look at the whole text again.
Which **two** adjectives would you use to describe the boy?

- lonely
- unkind
- curious
- creative
- naughty

Write the adjectives. Give evidence from the text to support each answer.

Adjective 1:

Evidence 1:

Adjective 2:

Evidence 2:

[2]

- 9 Match each idea with the correct part of the text. An example has been done for you.

setting up the game	lines 27–35
arriving in the lab	lines 36–47
racing round the rooms	lines 1–8
looking in from outside	lines 17–26
putting an end to the fun	lines 9–16

[3]