

MODEL ANSWERS

1) From lines 5–13, give two examples that suggest Aron Ralston thinks that he has secured his position well.

(2 marks)

1. Firstly, he presses “my back against the South wall...”
2. Secondly, he can “hang from my fully extended arms.”

2) Give one example from lines 17–19 of how Aron Ralston uses language to show how difficult it was for him as the stone falls.

Example from the text:

(1 mark)

“The backlit stone falling toward my head consumes the sky.”

How the writer uses language in your example:

(1 mark)

The writer uses personification to show how difficult it was for Ralston to avoid the boulder.

3) Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.

(15 marks)

The writer uses a complex sentence to interest and engage us as readers as he describes a large stone beneath him and we realise he is in the middle of a dangerous climb. In the opening of Text 1, he is “just below the ledge... a stone the size of a large bus tyre...” Ralston uses this complex sentence at the start of the extract to show us that he is in a dangerous environment. We as readers are interested and engaged from the opening of the story and we are keen to discover what will happen next. Thus Ralston effectively uses a complex sentence to interest and engage us as readers in the story.

Secondly, the writer uses a simile to interest and engage us in the extract because time seems to slow down as the boulder falls towards Ralston. As the rock falls, “time dilates as if I am dreaming.” Ralston uses this simile to show that he is trapped and everything appears to slow down as he fears that he may die. We as readers are interested and engaged as we want to see if he will survive this falling boulder because he seems trapped. Thus Ralston uses a simile to interest and engage us as readers because time seems to have slowed down and we wonder if he will survive.

Finally, the writer uses a simple sentence at the end of the passage to create a cliff hanger, which captivates us as readers. The writer feels “a flaring agony” that “throws me into a panic.” Ralston uses this simple sentence at the end of the passage to interest and engage us as readers as we are eager to learn what may happen next. We as readers remain interested

MODEL ANSWERS

and engaged by the end of the extract as this cliff hanger excites us because we can see he is in a panic and we worry whether he will survive.

4) From lines 1–8, identify one reason why Shackleton’s crossing of the Antarctic failed. (1 mark)

One reason why his crossing of the Antarctic failed is because his ship was “caught” in ice then it “drifted until she was crushed by the ice.”

5) *By the end of the month it fell to minus 49 degrees, and the old and the young pack were cemented together.*

In this example, from lines 16–17, how does the writer use language to show how difficult the weather conditions were?

(1 mark)

The writer uses the hyperbole “cemented” to show how extreme the icy weather was, meaning the conditions were challenging.

6) The writer attempts to engage the reader through the description of the expedition. Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15 marks)

The writer successfully engages us as readers by describing how cold and difficult the expedition was from the start of their journey. When they set off “heavy pack ice was encountered... and Coats Land was sighted...” The writer uses a compound sentence to engage us as readers because we realise they immediately have issues from the start of their expedition. We are instantly captivated by their expedition. Therefore the writer successfully engages us by describing how terrible the travel conditions were from the start of the expedition.

Secondly, the writer successfully engages us by illustrating how the ship gets crushed by the ice’s pressure. The ice created “terrific pressure... tearing out the stern...” The writer uses alliteration in “terrific” and “tearing” to emphasise how violent the force of the ice was on the ship. We as readers find this description exciting and unexpected as we realise the narrator and his crew mates were stranded on this expedition. Hence the writer successfully engages us as readers because this sudden turn of events shows us the writer will not be able to complete the expedition.

Finally, the writer successfully engages us as readers because he shows how helpless he was as he witnessed the ship drift away, meaning the expedition was unsuccessful. The crew stood by “from the place where the *Endurance*... continued slowly northward.” The writer uses a complex sentence to reveal how the *Endurance* was disintegrated by the ice and the ocean. We as readers are engaged in this description of the expedition as we realise the weather became far too difficult for the explorers to successfully overcome. Thus the writer

MODEL ANSWERS

maintains our interest in the expedition throughout the extract and by the end of the passage, we wonder if the explorers survived.

7 (a) The two texts show some of the events that happened on expeditions.

What similarities do the expeditions share in these extracts?

Use evidence from both texts to support your answer.

(6 marks)

The first similarity that the expeditions share in these extracts is they are both in extremely dangerous situations. In Text 1, the writer is harmed when “the rock smashes my left arm” and in Text 2, the writer shows how terrifying the journey was for the ship which was “lifted badly out of the ice.” We learn that both writers face a great amount of danger which leads their journeys to stop. Whilst the writer of Text 1 is harmed by a falling rock, the writer of Text 2 realises the ice will destroy their ship, hence both writers find themselves in a perilous position as a result of their risky expeditions.

The second similarity is both writers begin their expeditions in remote locations. Whilst in Text 1 the writer is exploring the canyons, in Text 2 the writer travels to Antarctica. In Text 1, the writer tells us he fell “onto the rounded rocks piled on the canyon floor” and in Text 2 the writer informs us that they travel to “the head of Weddell Sea.” We can see that another striking similarity that both texts show is the events that happened on their expeditions occurred in very remote regions, which likely made their journeys even more dangerous given how far they were from any form of rescue. On the one hand, Ralston tells us he is in a canyon whilst Shackleton informs us that his ship went deep into the Antarctic – revealing that both expeditions are based in very remote and forbidding regions.

7 (b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about dangerous experiences. Support your answer with detailed references to the texts. (14 marks)

The writers of both Text 1 and Text 2 share similar ideas and perspectives about dangerous experiences because we can see in both texts that Ralston and Shackleton share an interest and passion in embarking on very dangerous journeys. They appear to find dangerous locations intriguing and they seem to be on a hunt to gain new knowledge – in Ralston’s case it seems that he wants to achieve an impressive climbing feat whilst in Shackleton’s case it seems like he was interested in discovering new parts of the Antarctic. Yet both writers do experience key differences in their expeditions, including the regions they visit and whilst Ralston seems in danger of losing his life by the end of the passage, we discover that Shackleton and his men had been rescued after going through their dangerous experiences.

Firstly, both writers appear to be drawn to dangerous experiences because in both Text 1 and Text 2, Ralston and Shackleton noticed something was going wrong quite early into their journeys – yet they still persisted in going ahead. In Text 1, the writer notices that there is a stone in the canyon that “supports me but teeters slightly” and in Text 2, the writer quickly realises that “abnormal weather conditions prevailed.” The personification of “teeters” in

MODEL ANSWERS

Text 1 highlights how unstable Ralston's position was on the canyon, whilst the adjective "abnormal" reveals that Shackleton was keenly aware that their sailing trip had started off in quite dangerous circumstances. Both Text 1 and Text 2 undergo dangerous experiences from the outset of their trips – however this does not stop them from going forward. In fact, it seems like both writers appear inspired and pushed on to keep going – perhaps driven by the a strong sense of achievement. Hence both writers share similar ideas and perspectives about dangerous experiences – as we can see that they are attracted to overcoming dangerous situations, rather than giving up and returning back to safety.

Secondly, it appears that both Text 1 and Text 2 are drawn to dangerous experiences as they seem to share the idea and perspective that being close to danger can inspire new knowledge and advancements. In Text 1, Ralston seems driven to discover just how much his body can endure as a climber in such a dangerous location, whilst in Text 2 Shackleton appears pushed to learn if his ship can survive such cold conditions – and perhaps discover new parts of the Antarctic along the way. In Text 1, Ralston can "feel the stone respond to my adjusting with a scraping quake..." and in Text 2, Shackleton goes to the location "indicated by Filchner's discovery in 1912" and he continues to sail on despite "the menace of ice pressure." The use of onomatopoeia in Text 1 when the author can hear "scraping" illustrates Ralston is keen to see how far he can push his body in order to keep climbing the canyon. Moreover the use of statistics "1912" and personification "menace" in Text 2 illustrates how keen Shackleton is to follow the footsteps of previous explorers and discover new parts of the Antarctic. It is evident that both Text 1 and Text 2 share the idea and perspective that dangerous experiences can bring climbers and explorers to new heights and discoveries. Both writers appear inspired when they venture deeper and deeper into dangerous places because they appear driven by the need to learn more. In Ralston's case, we can see he wants to learn more about his body and in Shackleton's case, we sense he wants to discover new parts of the Antarctic.

However the writers of Text 1 and Text 2 diverge when it comes to their ideas and perspectives as we can see they are specialised in different areas. Moreover whilst Ralston is a solitary climber who is completely alone in a vast canyon, Shackleton is accompanied by a crew and he has far more resources he can rely on when his ship is in need of rescue. By the end of Text 1, Ralston is in a state of extreme fear and panic as his "disbelief paralyses me temporarily," yet by the end of Text 2, Shackleton still tries to carry going even if his ship sank as he states, "another attempt was made to go forward" but once this was impossible "the attempt was given up." Text 1 uses hyperbole when we learn Ralston's shock "paralyses me" reveals that the dangerous experience of having his right arm crushed and stuck in a wall makes him realise the terrible gravity of his situation. He realises he could die alone in this vast canyon given the falling boulder crushed and ensnared one of his arms. However in Text 2, the repetition of the verb "attempt" shows that in spite of facing imminent death if Shackleton and his men were drowned in freezing ice, the writer tries to keep going even if his ship is destroyed and damaged. Indeed, he only stops when the ships surface is far too rotten to continue. Hence a key difference in the ideas and perspectives of Text 1 and Text 2 is when both authors experience the possibility of imminent death as a result of their dangerous experiences, Ralston seeks a way to escape yet Shackleton still tries to keep going rather than turning back.

To conclude, the writers of both Text 1 and Text 2 share similar ideas and perspectives about dangerous experiences because we can see in both texts that Ralston and Shackleton share an interest and passion in embarking on very dangerous journeys. They appear to find dangerous

MODEL ANSWERS

locations intriguing and they seem to be on a hunt to gain new knowledge – in Ralston’s case it seems that he wants to achieve an impressive climbing feat whilst in Shackleton’s case it seems like he was interested in discovering new parts of the Antarctic. Yet both writers do experience key differences in their expeditions, including the regions they visit and whilst Ralston seems in danger of losing his life by the end of the passage, we discover that Shackleton and his men had been rescued after going through their dangerous experiences.

MODEL ANSWERS

9) Write an article for a magazine about an interesting hobby or activity. In your article, you could include:

- **what the interesting hobby or activity is and who it appeals to**
- **facts or information about the hobby or activity**
- **what the positives and negatives of your chosen hobby or activity are as well as any other ideas you might have.**

(40 marks)

Are hobbies important?

Hobbies play a powerful role in our daily lives. We all have hobbies. They give us a break from our tiring routines. Whether we enjoy letting off stress and steam by playing football, basketball, hockey or tennis; or if we prefer a quieter hobby like reading - hobbies are important activities that we should never neglect. I believe hobbies are important. You may be a busy student or a stressed out office worker. Maybe you are considering taking up a new hobby. You may wish to consider taking up the fine art of cooking; reading and even gardening, to enrich your life. These are all different hobbies and it is worth looking at each to see if it can appeal to you.

Hobbies worth considering:

One interesting hobby to seriously consider is cooking and baking. Why is this hobby important? I'll tell you why. Cooking and baking is the art of creating different dishes. We usually think of cooking when we are starving. Yet you can have plenty of fun while cooking and baking. Many young students as well as busy professionals love baking and cooking. In fact, a study by Cambridge University found that 70% of people who cook and bake really enjoy it because it helps them let out their stress, frustrations and worries of the day in what looks like a very simple task. Cooking is a powerful hobby that appeals to people who have stressful work and study schedules. Cooking and baking is an exercise in patience and slowing things down. This helps people grow calm and forget about their other stresses. The best thing is, the more someone cooks, the better they become at making gourmet dishes ranging from bolognese to paella, meringue and rainbow cakes!

Not sure about cooking? How about gardening and reading? Gardening is a great and relaxing hobby. If you have ever felt curious about plants, how to tend to them and how to look after them, this is the perfect hobby for you. Gardening gives you the opportunity to become "green fingered." You can plant many seeds and watch them grow into fruits and vegetables in your back garden. If you have a garden, consider yourself lucky. Perhaps start lightly by planting tomato seeds or lemon seeds. Look after your growing plants like a parent. Pull out weeds, water your plants and clean up your garden. There is nothing more rewarding than having a successfully run garden. Yet gardening isn't for everyone. There are some people who hate dealing with snails, worms and dirty soil. If this is you, perhaps try taking up reading. Reading is a great and relaxing hobby because you can become intelligent and will learn new ideas through reading a book. Reading is a great hobby as it can boost your creativity. Reading can also make you feel calm and centred. Maybe you want to be a better student in school? There's a book for that! Perhaps you are keen to get into coding when you are older? There's a book for that! Curious about travelling to Colombia, Chile? There's a book for that. Reading can give you many ideas. Reading is a great hobby because your

MODEL ANSWERS

intelligence significantly improves. For example, Oxford University found out that 90% who read ten pages a day were able to solve a Sudoku problem faster than the average person.

Are hobbies really important?

Yet there are people who may disagree with me. They would say our lives are too busy to take up hobbies. They would argue that cooking, gardening and reading is a huge waste of time. They would maintain that all hobbies are a waste of time and hobbies are not important. Others would say cooking is harmful because you might hurt yourself while cooking or baking something. Moreover, even if you do not hurt yourself, you end up wasting valuable food trying out new recipes that you might not even enjoy. Others think that gardening is an unhygienic hobby because your hands are constantly dirty and you often encounter disgusting insects. Others see reading as a waste of time because the book might be boring; you may have an assignment that is due which deserves your time and there are better things to do in your spare time - rather than simply sitting and reading. They would point to statistics from Gov.UK that say that 65% of people who read over the weekend experience loneliness as they do not spend enough time with friends and family.

Yet I still think that hobbies are important. Hobbies are not a waste of time. We lead busy lives and engaging in hobbies during our spare time gives us a much needed rest from all the stressful things we have been doing during the day. I think all hobbies are useful. Whilst you do not have to take up cooking, baking, gardening and reading all at once - it pays to have at least one hobby you are passionate about. Different things suit different personalities so it is up to you to try what you think you will enjoy. Life is too short to work and not have time for play.