INTRODUCTION TASK B

Practice reading tasks for English Language GCSE 2019

To prepare for the reading element of your GCSE English Language examinations, we have set out two reading tasks – Task A and Task B. When you have practised both you will have covered the major demands of your 2019 GCSE reading assessment whichever examination board you are entered for in England.

These demands are that during your GCSE, you have the opportunity:

- to read and respond to nineteenth century, twentieth century and twenty-first century texts which are either fiction or non-fiction;
- to compare two of those texts;
- to respond all four reading assessment objectives are covered by the questions set

Practice reading Task B

This reading task consists of seven questions based on extracts from two non-fiction texts: the first is a twenty-first century text and the second an early twentieth century text.

You will have 1 hour 15 minutes to read the texts and answer the four questions. The questions cover all four reading Assessment Objectives (AO) which will be included in your 2019 GCSE English Language examination. These Assessment Objectives are listed below.

AO1  
- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

AO2  
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3  
Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4  
Evaluate texts critically and support this with appropriate textual references

How to do your best on reading questions

After each question, you will find set out the AO which the question covers.
If you compare the wording of each of the questions with the wording of the AO below it, you will notice key words in the question are the same as the wording of the particular AO. Learn to recognise the link.

In your GCSE, the question paper will not identify the particular AO but the wording of the question will help you to understand how you are expected to respond to the question. As you consider the question, highlight the key words and refer to them as you write your answer. This will help you to stay focused on meeting the requirements of the question.

Another important point to remember is that each question will indicate how many marks it is worth. So make sure you spend a proportionate amount of time on the questions worth higher marks. For example question 1 is worth 1 mark and question 4 is worth 15 marks.

When you have attempted each of the four questions, compare your response with the mark scheme. Tick where you have responded correctly in your answer.

Consider the mark scheme and identify where you have missed key points. Decide what you could have done to improve your mark.

You will note questions worth more marks have mark schemes divided into levels. Look at the words used in each level. These words describe to the examiner how to classify performance. They also tell you how to improve your performance to get a higher mark.

Finally, remember when you have revised Task A and Task B, you will have covered 50% of your English Language GCSE examination. Time spent preparing now, will mean you understand exactly what is expected of you in your GCSE and so you will be prepared to do your very best in the reading assessments.
Extract from ‘127 Hours: Between a Rock and a Hard Place’ by Aron Ralston (2004), an American climber.

Ralston goes hiking and climbing in a canyon. While climbing down a narrow canyon, a boulder crushed his right hand against the canyon wall. He had not informed anyone of his hiking plans.

Just below the ledge where I’m standing is a stone the size of a large bus tyre, stuck fast in the channel between the walls, a few feet out from the lip. If I can step onto it, then I’ll have a nine-foot height to descend, less than that of the first overhang. I’ll dangle off the stone, then take a short fall onto the rounded rocks piled on the canyon floor. Stemming across the canyon at the lip of the dropoff, with one foot and one hand on each of the walls, I traverse1 out to the stone. I press my back against the south wall and lock my left knee, which pushes my foot tight against the north wall. With my right foot, I kick at the boulder to test how stuck it is. It’s jammed tightly enough to hold my weight. I lower myself from the chimneying2 position and step onto the stone. It supports me but teeters slightly. After confirming that I don’t want to chimney down from the stone’s height, I squat and grip the rear of the lodged boulder, turning to face back upcanyon. Sliding my belly over the front edge, I can lower myself and hang from my fully extended arms, akin to climbing down from the roof of a house.

As I dangle, I feel the stone respond to my adjusting grip with a scraping quake as my body’s weight applies enough torque3 to disturb it from its position. Instantly, I know this is trouble, and instinctively, I let go of the rotating boulder to land on the round rocks below. When I look up, the backlit stone falling toward my head consumes the sky. Fear shoots my hands over my head. I can’t move backward or I’ll fall over a small ledge. My only hope is to push off the falling rock and get my head out of its way.

The next three seconds play out at a tenth of their normal speed. Time dilates, as if I’m dreaming, and my reactions decelerate. In slow motion: The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets4; the boulder then crushes my right hand and ensnares my right arm at the wrist, palm in, thumb up, fingers extended; the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm. Then silence.

My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap between the fallen boulder and the canyon wall. Within moments, my nervous system’s pain response overcomes the initial shock. Good Christ, my hand. The flaring agony throws me into a panic.

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1 cross
2 shuffling with your back against one wall and your feet against the other
3 rotating force
4 bounces off
Read the text below and answer Questions 4–7 on the question paper.

TEXT 2

Extract from ‘Return of Shackleton from Weddell Sea’ by the American Geographical Society (1916).

This is an extract from a journal, the Geographical Review, about Sir Ernest Shackleton's return from his attempt to cross the Antarctic. The journal gives details of his return after his ship, Endurance, sank.

The daily press of June 1 reported the arrival, on May 31, at Port Stanley in the Falkland Islands, of Shackleton and five men of his expedition. The practical absence of summer weather had prevented him from carrying out his plan of crossing the Antarctic Continent. When near the land, his vessel, the Endurance, was caught in the ice. It was impossible to release her; nor was it possible to land. From that time on, for eight months, the vessel drifted until she was crushed by the ice and finally sank. That the expedition was ultimately saved from disaster is due to the leader's determination and skill. The following account is based on his cablegram5 to the New York World, published in its issue of June 2.

On December 6, 1914, the expedition left South Georgia. On the 8th, heavy pack ice was encountered off the Sandwich Islands... and Coats Land was sighted on January 10, 1915. Subsequently a new land was discovered, with two hundred miles of coast line and large glaciers discharging into the sea. This was named Caird Coast in honor of James Caird, one of the supporters of the expedition...

...Abnormal weather conditions prevailed. Contrary to all expectations the temperature was below zero (Fahrenheit) in early February. By the end of the month it fell to minus 49 degrees, and the old and the young pack were cemented together. Even the animal life was affected by the severe weather, the seals migrating northward in great numbers.

The Endurance drifted in a southwesterly direction along the coast as far as what is probably the head of Weddell Sea, as indicated by Filchner's discovery in 1912 of the junction here of the main land-mass and the ice barrier... From here the drift took on a northwesterly course.

In June began the menace of ice pressure. During the following months the vessel experienced a foretaste of her final fate. On several occasions she was lifted bodily out of the ice; at first she stood the strain, but finally the screwing motion of the floes6 caused the ship's sides to open. The end came on October 27. The terrific pressure culminated in tearing out the stern and rudder posts, the main deck breaking upward and icebergs piercing the ship. She finally sank on November 20.

After a futile attempt to proceed, the party camped on the floe after saving all the provisions, equipment, and scientific data. From the place where the Endurance was crushed... the drift continued slowly northward. At the end of the year another attempt was made to go forward. In five days the party advanced only nine miles; the boat, which had to be hauled over the ice, would sink in because of the rotten surface. So the attempt was given up.

5 a message sent by cable

6 sheets of floating ice
**TASK B: READING - Q1**

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7). Read Text 1. Then answer Questions 1–3.

**Question 1**

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

(1 mark)

**AO1: Identify and interpret explicit information and ideas**

... with one foot and one hand on each of the walls, I traverse 1 out to the stone. I press my back against the south wall and lock my left knee, which pushes my foot tight against the north wall. With my right foot, I kick at the boulder to test how stuck it is. It’s jammed tightly enough to hold my weight. I lower myself from the chimneying 2 position and step onto the stone. It supports me but teeters slightly. After confirming that I don’t want to chimney down from the stone’s height, I squat and grip the rear of the lodged boulder, turning to face back upcanyon. Sliding my belly over the front edge, I can lower myself and hang from my fully extended arms, akin to climbing down from the roof of a house.

1 cross
2 shuffling with your back against one wall and your feet against the other

**Commentary:** The candidate is asked to ‘give two examples’ that suggest Ralston thinks he has secured his position and the examiner is told to accept any reasonable answers based on lines 5-13, for example: lock, tight, hold, support, confirming, fully. Two of the words highlighted in the text or quotations from the text including those words would achieve the two marks available.
**TASK B: READING - Q2**

**Question 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. **(2 marks)**

**AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

When I look up, the backlit stone falling toward my head consumes the sky.
Fear shoots my hands over my head. I can't move backward or I'll fall over a small ledge.
My only hope is to push off the falling rock and get my head out of its way.

1. dirty

Example from the text:
How the writer uses language in your example:

**Commentary:** This is a connected two part question which asks you, the candidate, to select a brief quotation from the selected part of the text which shows how difficult it is for Ralston as the stone falls and then to explain how the language (words) of the quotation you have selected achieve this effect. The mark scheme illustrates five ways in which up to 2 marks can be achieved. It is important to note that the quotations all come from the selected part of the text. Any text outside the selected part will not be credited. Also you must ensure your explanation is relevant to the particular quotation.

Award 1 mark for a valid example from lines 17-19, and 1 mark for an example from the text.

For example:

**Example from the text:**

- ‘consumes the sky’ (1)
- ‘Fear shoots my hands over my head’ (1)
- ‘My only hope’ (1)
- ‘fall(ing)’ (1)

**How the writer uses language in your example:**

- the way the writer describes how big the falling stone is (1)
- the writer uses personification of fear (1)
- the writer uses lots of verbs to show how he is having to move quickly (1)
- the writer uses language to show how he is in danger (1)
- the writer uses repetition to emphasise that there is only one way to move (1)
Question 3
Analyse how the writer uses language and structure to interest and engage readers.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Support your views with detailed reference to the text.

Commentary: You should note that there are two key requirements in the question. The candidate is asked to analyse both ‘language and structure’. Therefore, it is essential that you, the candidate, include both requirements in your answer to this question. Examiners are instructed that: ‘There should be sufficient evidence analysing both language and structure to reward responses. Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.’

A final requirement is that you use evidence – quotation or reference- to support your points. Since this question is worth up to 15 marks, the ideal way to get the highest marks would be to make three language and three structure points, all supported by evidence from the selected portion of text. The indicative content lists below give examples of a range of points that could be made about language and about structure.

Practise developing your answer by following this simple two-step process.

Organise your response:
As you read through the text, select evidence – quotation/reference – you could highlight the text and label each point with ‘L’ for language and ‘S’ for structure. Aim for up to three language and up to three structure points.

For questions worth a significant number of marks (15 marks in this case), try to identify ‘L’ and ‘S’ points which function at text level. For example, ‘L’ use of personal pronouns throughout the text to emphasise the personal aspect of the narrative which engages the reader ; ‘S’ the change in Ralston's attitude which is confident to begin with and becomes desperate as he loses control of the situation.

Then aim to identify ‘L’ and ‘S’ points which function at sentence or word level. For example, ‘L’ use of alliteration and ‘S’ use of short sentences. By identifying a range of ‘L’ and ‘S’ points you will be able to analyse how the writer interests and engages the reader, providing you are able to develop your explanations for each point in detail.
Write your response:
Explain how each point, supported by evidence – quotation or reference -, shows how the writer uses language/structure to interest and engage the reader. If you are able to, name the technique the writer uses, eg alliteration. Remember to make sure you explain how the technique is used to engage the reader.

In the mark scheme, examiners are instructed to be aware of the different ways candidates may structure their responses. Therefore, as long as your points are relevant to the question, supported by evidence and contain developed explanations, you should receive credit from your response. However, you must ensure that you provide sufficient evidence analysing both language and structure to reward responses.

Consequently, examiners are instructed: ‘Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required’. This means that if you only cover either language or structure, the examiner can not award a mark more than 6 for your response.

Indicative content:

Reward responses that analyse how the text uses language and structure to interest and engage readers.

These are the sort of points you are expected to make. However, the list is only an indication; it is perfectly possible for you to make a different point as long as you can support it with relevant evidence and are able to develop your explanation in terms of how the point would interest and engage the reader.

Responses may include the following points about the language of the text:

• the use of personal pronouns: repetitive use of ‘I’ creates a sense that the events are personal
• the language used creates drama/suspense: ‘It supports me but teeters slightly’ suggests that something is going to happen
• references to time show the speed of events and create suspense: ‘The next three seconds play out at a tenth of their normal speed’
• alliteration is used to create interest: on ‘the round rocks below’; ‘rock ricochets’
• use of emotive language conveys the writer’s feelings and physical pain: ‘the rock slides another foot down the wall with my arm in tow, tearing the skin off the lateral side of my forearm’
• technical language, ‘traverse’, ‘chimneying’, ‘torque’, is used to show that he is an expert in climbing and has done this before, creating confidence in him
• religious language is used to express extreme emotion: ‘Good Christ, my hand’.
TASK B: READING - Q3 continued

Responses may include the following points about the structure of the text:

• Use of punctuation shows the slowing down of time and his reactions: ‘...with my arm in tow...My disbelief paralyses me temporarily as I stare at the sight of my arm vanishing into an implausibly small gap...’

• The extract starts with confidence that Ralston knows what he is doing (the first paragraph shows words like ‘lock’, ‘tight’, ‘confirming’), but then he ends the second paragraph with a sentence beginning with ‘My only hope’, showing the building of suspense

• The use of short sentences emphasises the stressful situation and the physical pain: ‘Then silence’, ‘Good Christ, my hand’

• Lists are used to show how much action is happening: ‘The rock smashes my left hand against the south wall; my eyes register the collision, and I yank my left arm back as the rock ricochets; at the wrist, palm in, thumb up, fingers extended’.

The following explains the features of your response which would allow the examiner to reward your response with a mark, providing you have made a sufficient range of supported points. The key principle here is: The more analytical the explanations, the higher the mark awarded.

0 No rewardable material.

Level 1: 1-3 Marks
Limited comment on the text.
Identification of the language and/or structure used to achieve effects and influence readers.
The use of references is limited.

Level 2: 4-6 Marks
Comment on the text.
Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.
The selection of references is valid, but not developed.

NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.

Level 3: 7-9 Marks
Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.
The selection of references is appropriate and relevant to the points being made.
**TASK B: READING - Q3 continued**

**Level 4: 10-12 Marks**
- Exploration of the text.
- Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.
- The selection of references is detailed, appropriate and fully supports the points being made.

**Level 5: 13-15 Marks**
- Analysis of the text.
- Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.
- The selection of references is discriminating and clarifies the points being made.
**TASK B: READING - Q4**

Read Text 2. Then answer Questions 4–7.

**Question 4**

From lines 1–8, identify one reason why Shackleton's crossing of the Antarctic failed.

(AO1: Identify and interpret explicit information and ideas)

The daily press of June 1 reported the arrival, on May 31, at Port Stanley in the Falkland Islands, of Shackleton and five men of his expedition. The practical absence of summer weather had prevented him from carrying out his plan of crossing the Antarctic Continent. When near the land, his vessel, the Endurance, was caught in the ice. It was impossible to release her; nor was it possible to land. From that time on, for eight months, the vessel drifted until she was crushed by the ice and finally sank. That the expedition was ultimately saved from disaster is due to the leader's determination and skill.

**Commentary:** Note the key word in the question is 'identify'. This means you, the candidate, will only need to base your response of one of the three highlighted points. Because you are asked to identify one text-based reason (an explanation from within the selected piece of text) rather than give your own explanation, the mark scheme allows the examiner to credit responses which might include some of the candidate's own words as well as the text. However, your response must be based clearly on one of three highlighted selections of text.

Accept any reasonable answer based on lines 1-8.
Quotations and candidate's own words are acceptable.
For example:
- 'The practical absence of summer weather'
- the ship was trapped in the ice
- the ship 'was crushed by the ice and finally sank'.
**TASK B: READING - Q5**

**AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

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)

**Commentary:** This question requires you to identify from the brief extract the writer’s use of language to show how difficult the weather conditions were. As you will see from the mark scheme below there are three ways of achieving the one mark available. However, you must explain how the example you have chosen shows the reader how difficult the weather conditions were for the expedition.

Accept any reasonable answer based on the example given.

**Do NOT accept an example unless it is supported by an explanation.**

For example:
- giving the exact temperature emphasises how cold it was (1)
- using adjectives ‘old’ and ‘young’ suggests that the ice packs keep on growing and expanding (1)
- ‘cemented together’ emphasises that the ice was solid and unbreakable (1).
AO4: Evaluate texts critically and support this with appropriate textual references

The writer attempts to engage the reader through the description of the expedition.

**Evaluate** how successfully this is achieved. \(15\) marks

**Commentary:** This question requires you, the candidate, to evaluate (come to a judgement) how successful the writer has been engaging the reader by describing the expedition in some detail. As with question 3, you will need to support each point you make with evidence – quotation or reference – from the text.

The examiner is instructed to reward responses that evaluate how successfully the purpose of describing the expedition is achieved. In other words if you simply describe what happens to the expedition you will not receive credit. You must focus on how successful the writer is in making the reader understand difficulties endured by the expedition. To do this you must make a range of relevant points that analyse how the writer succeeds in his purpose.

The examiner is also instructed that *References to writer’s techniques should only be credited at Level 2 and above if they support the critical judgement of the text.* In other words you will not get credit for describing or naming a technique used by the writer. You must explain how the technique helps the writer to achieve his purpose.

Practise developing your answer by following the two-step process described in the commentary for question 3. This time you need to focus on how successful the writer is in achieving her purpose of showing to the reader the conditions endured by the expedition.

**Indicative content:**

Reward responses that evaluate how successfully the writer engages the reader through the description of the expedition.

These are the sort of points you are expected to make. However, the list is only an indication; it is perfectly possible for you to make a different point as long as you can support it with relevant evidence and are able to develop your explanation in terms of how the point would interest and engage the reader.

Responses may include:

- the opening of the extract indicates that the events described are from Shackleton’s own words, showing an expert voice
TASK B: READING - Q6 continued

Responses may include:
- the opening of the extract looks back on the destruction of the ship through natural causes, which creates a sense of tension in the reader to know how it happens
- the writer emphasises the geographical locations in the extract which would interest readers who want to know about specific details: ‘off the Sandwich Islands’, ‘Caird Coast’
- the writer emphasises dates in the extract which would interest readers who want to know about specific details
- the reader would feel that the expedition was ‘breaking new ground’ as the event of finding a new land is described
- it is clear exactly the direction and location of the expedition through references to setting (‘southwesterly direction along the coast as far as what is probably the head of Weddell Sea’, ‘a northwesterly course’), and this would interest a geographer
- the difficulty of the expedition is carefully crafted throughout the extract
- the description of the sinking of the ship towards the end of the extract (‘She finally sank’) puts across how the destruction has been building through the extract
- structure is manipulated in the extract as the writer reflects on the failed expedition at the beginning and the end.

(15 marks)

The following explains the features of your response which would allow the examiner to reward your response with a mark, providing you have made a sufficient range of supported points. The key principle here is: The more developed the judgement, the higher the mark awarded.

0 No rewardable material.

Level 1: 1-3 Marks
- Description of ideas, events, themes or settings.
- Limited assertions are offered about the text.
- The use of references is limited.

Level 2: 4-6 Marks
- Comment on ideas, events, themes or settings.
- Straightforward opinions with limited judgements are offered about the text.
- The selection of references is valid, but not developed.

Level 3: 7-9 Marks
- Explanation of ideas, events, themes or settings.
- Informed judgement is offered about the text.
- The selection of references is appropriate and relevant to the points being made.
**TASK B: READING - Q6 continued**

**Level 4: 10-12 Marks**
- Analysis of ideas, events, themes or settings.
- Well-informed and developed critical judgement is offered about the text.
- The selection of references is appropriate, detailed and fully supports the points being made.

**Level 5: 13-15 Marks**
- Evaluation of ideas, events, themes or settings.
- There is a sustained and detached critical overview and judgement about the text.
- The selection of references is apt and discriminating and is persuasive in clarifying the points being made.
**TASK B: READING - Q7a**

Question 7 is about Text 1 and Text 2. Answer both parts of the question. Refer to both texts in your answers. Write your answer in the space provided.

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)

**AO1: Select and synthesise evidence from different texts**

**Commentary:** This question asks you to identify the similarities between Ralston's text and the Shackleton text. It is important that for each similarity you identify, you select evidence from both texts – either a reference or quotation – to support that similarity. This will allow you to show your ability to select and to synthesise (combine) evidence from both texts. You will find it helpful to highlight and number each similarity on each text so that you can effectively organise your response. You will not get credit for a similarity which is only supported with evidence from one text.

These are the sort of points you are expected to make. However, the list is only an indication; it is perfectly possible for you to make a different point as long as you can support it with relevant evidence and are able to develop your explanation in terms of how the point would interest and engage the reader.

**Students must draw on BOTH texts to access marks.**

Responses may include:

- both expeditions show something being trapped: Ralston's arm is trapped by the boulder and the Endurance is trapped by the ice
- both expeditions are well-prepared: Ralston checks the route before starting down and the team from the Endurance save 'provisions, equipment and scientific data'.
- both expeditions reveal that the people on it demonstrate knowledge of their craft in the technical language they use, showing expertise: ‘traverse’, ‘chimneying’, ‘torque’, ‘floe(s)’, ‘stern and rudder posts’
- both focus on time: Ralston talks of how time slows down as the accident happens, (“Time dilates, as if I’m dreaming”) and the dates in Text 2 shows how little progress is made over a long period of time
- both men know when danger is imminent: Ralston does not move backwards in case he falls over the ledge and Shackleton’s team knows when to give up an attempt to move forward
- both sets of explorers react in the face of danger: Ralston covers his head as the rock falls and Shackleton’s team save what they can from the shipwreck
- both expeditions experience a feeling of failure or helplessness: Ralston states his disbelief at what happens ‘paralyses me temporarily’ and the Journal identifies that the weather prevents Shackleton from ‘carrying out his plan of crossing the Antarctic Continent’.
**TASK B: READING - Q7a continued**

The following explains the features of your response which would allow the examiner to reward your response with a mark, providing you have made a sufficient range of supported points. The key principle here is: The more detailed the synthesis, the higher the mark awarded.

0 No rewardable material.

**Level 1: 1-2 Marks**
- Limited understanding of similarities
- Limited synthesis of the two texts
- The use of evidence is limited.

**Level 2: 3-4 Marks**
- Sound understanding of similarities
- Clear synthesis of the two texts
- The selection of evidence is valid but not developed and there may be an imbalance.

**Level 3: 5-6 Marks**
- Detailed understanding of similarities
- Detailed synthesis of the two texts
- The selection of evidence is appropriate and relevant to the points being made.
**TASK B: READING - Q7b**

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.

**AO3: Compare writers’ ideas and perspectives, as well how these are conveyed, across two or more texts**

**Commentary:** This question requires you, the candidate, to compare (identify what is the same and what is different about) how the writers convey (communicate) their ideas and perspectives (views and attitudes) about these dangerous experiences to the reader as well as analysing their ideas and attitudes.

When responding to this question, you will find it helpful to consider the following four questions:

1. What are the writer’s ideas and perspectives on the dangerous experiences?
2. How does each writer use language to communicate his ideas and perspectives on the dangerous experiences?
3. How does each writer use structure to communicate his ideas and perspectives on the dangerous experiences?
4. What is similar and what is different in both texts when dealing with the theme of danger?

You will need to **organise** your ideas by highlighting on each text those points which cover the writer’s ideas/perspectives on the dangerous experience. Then look for points where similar ideas/perspectives are expressed by each writer and code them, for example, with ‘S’ for similarity. Then look for points where different ideas/perspectives are expressed by each writer and code them, for example, with ‘D’ for difference.

Then **write** your response. Explain how each point, supported by evidence from both texts – quotation or reference -, shows the similarity or difference in how each writer communicates his ideas/perspectives about the dangerous experience.

In the mark scheme, examiners are instructed to be aware of the different ways candidates may structure their responses. Therefore, as long as your points are relevant to the question, supported by evidence and contain developed explanations, you should receive credit from your response. However, you must ensure that you provide sufficient evidence in the response analysing each text, and comparing both texts to reward responses.

Consequently, examiners are instructed: ‘**Responses that are unbalanced cannot access Level 3 or above, where explanation of writers’ ideas and perspectives is required alongside a range of comparisons between texts.**’ This means that if you only explain writers’ ideas and perspectives or compare the texts, the examiner is not allowed to award a mark over six for your response.
Indicative content:

Reward responses that compare how each writer presents the dangerous experiences.

These are the sort of points you are expected to make. However, the list is only an indication; it is perfectly possible for you to make a different point as long as you can support it with relevant evidence and are able to develop your explanation in terms of how the point would interest and engage the reader.

Responses may include:

- both texts show the effect of the danger: Text 1 shows how the writer’s hand is trapped and Text 2 shows how the ship is trapped
- Text 1 shows what happens when you are alone on an expedition whereas Text 2 shows how the experience is when you are the leader of an expedition and you have to get others to safety and work as a team
- the texts show the emotional and physical effect of the danger. Text 1 shows the effect on the writer’s feelings: disbelief, pain, shock and agony and Text 2 describes the sinking of the ship in physical terms: ‘a foretaste of her final fate’, ‘she was lifted bodily out of the ice’ ‘she stood the strain’
- even though each text shows the experience of the explorers in their knowledge of technical/geographical terms, the experiences still end up being dangerous, showing that preparation is not necessarily helpful
- both texts show that the danger comes from something natural: ice floes and a loose boulder
- both texts use time to build up the dangerous experiences: in Text 1 by talking about the speed of events and in text 2 to show how slow the events are and the progress made.

The following explains the features of your response which would allow the examiner to reward your response with a mark, providing you have made a sufficient range of supported points. The key principle here is the more detailed the analysis of writers’ ideas and perspectives used across the texts, the higher the mark awarded.
**TASK B: READING - Q7b continued**

0 No rewardable material.

**Level 1: 1-2 Marks**
- The response does not compare the texts.
- Description of writers’ ideas and perspectives, including theme, language and/or structure.
- The use of references is limited.

**Level 2: 3-5 Marks**
- The response considers obvious comparisons between the texts.
- Comment on writers’ ideas and perspectives, including theme, language and/or structure.
- The selection of references is valid, but not developed.

*NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.*

**Level 3: 6-8 Marks**
- The response considers a range of comparisons between the texts.
- Explanation of writers’ ideas and perspectives including theme, language and/or structure.
- The selection of references is appropriate and relevant to the points being made.

**Level 4: 9-11 Marks**
- The response considers a wide range of comparisons between the texts.
- Exploration of writers’ ideas and perspectives including how the theme, language and/or structure are used across the texts.
- References are balanced across both texts and fully support the points being made.

**Level 5: 12-14 Marks**
- The response considers a varied and comprehensive range of comparisons between the texts.
- Analysis of writers’ ideas and perspectives including how the theme, language and/or structure are used across the texts.
- References are balanced across both texts, they are discriminating, and clarify the points being made.

*(Total for Question 7 = 20 Marks)*

Total For Task B = 56 Marks