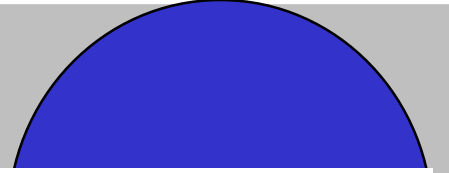


DO IT NOW



Know it: Read the texts twice.
Summarise the events of the texts in 3 bullet points each.

Grasp it: Read the texts twice.
Summarise the events of the text in 5 bullet points each.

Think it: Read the texts twice.
On your third reading, start to compare the two texts and the presentation of tightrope walkers.

Charles Blondin was a French tightrope walker and acrobat. He was the first man to walk across Niagara Falls on a tightrope. This extract is taken from a book about Blondin by George Banks, written in 1862.

Blondin: His Life and Performances

To those who have never visited Niagara Falls, it is difficult to convey what a stupendous and awe-inspiring place it is, one of the grandest objects of nature which the world possesses. The chasm is 1100 feet across and spanning this tremendous space, at the dizzy height of 160 feet, was the fragile rope, fixed for the event on 30th June 1859. It was the first time that any human being had dared to cross the terrible Niagara. No human hand could extend the feeblest aid in case of accident, and to miss the foot

3

An audience arrived, packed with visitors and the railway cars literally swarmed with eager and expectant eye-witnesses. In all, 25,000 persons were present and house-tops, windows, and all the points on nearby land were occupied with curious spectators. Every eye watched him as he made his appearance and the air rang with shouts and encouragement of the heartiest kind.

Charles Blondin was a French tightrope walker and acrobat. He was the first man to walk across Niagara Falls on a tightrope. This extract is taken from a book about Blondin by George Banks, written in 1862.

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To those who have never visited Niagara Falls, it is difficult to convey what a stupendous and awe-inspiring place it is, one of the grandest objects of nature which the world possesses. The chasm is 1100 feet across and spanning this tremendous space, at the dizzy height of 160 feet, was the fragile rope, fixed for the event on 30th June 1859. It was the first time that any human being had dared to cross the terrible Niagara. No human hand could extend the feeblest aid in case of accident, and to miss the footing was to meet with certain death.

An audience every way befitting the occasion graced the marvellous scene. Canadian steamers arrived, packed with visitors and the railway cars literally swarmed with eager and expectant eye-witnesses. In all, 25,000 persons were present and house-tops, windows, and all the points on nearby land were occupied with curious spectators. Every eye watched him as he made his appearance and the air rang with shouts and encouragement of the heartiest kind.

During the performance, Blondin picked up his balance-pole, stepped nimbly upon the rope and started on his journey from America towards Canada. Proceeding towards the centre of the rope, he seated himself complacently, and took a look at the scene around him. Starting again, he proceeded towards the shore, again stopped, lying at full length on his back for a moment, turned a back somersault, and regaining his feet, walked rapidly to his landing place. On his arrival he was greeted with loud cheers. After an interval of twenty minutes, he again made his appearance on the rope, this time with a picture-taking apparatus on his back. Advancing some two hundred feet from the shore, he lashed his balance-pole to the cable, unstrapped his load, adjusted it in front of him, and took a picture of the people and the shore. Having completed this, he shouldered the machine, unlashed his balance-pole and went backward to the place whence he came.

After inspecting the tightrope, Blondin picked up his balance-pole, stepped nimbly upon the rope and started on his journey from America towards Canada. Proceeding towards the centre of the rope, he seated himself complacently, and took a look at the scene around him. Starting again, he proceeded towards the shore, again stopped, lying at full length on his back for a moment, turned a back somersault, and regaining his feet, walked rapidly to his landing place. On his arrival he was greeted with loud cheers. After an interval of twenty minutes, he again made his appearance on the rope, this time with a picture-taking apparatus on his back. Advancing some two hundred feet from the shore, he lashed his balance-pole to the cable, unstrapped his load, adjusted it in front of him, and took a picture of the people and the shore. Having completed this, he shouldered the machine, unlashed his balance-pole and went backward to the place whence he came.

COMPLETE IN SILENCE PLEASE

Big Question: Can I decode and engage with ideas in a text?

Wednesday 16th February
Paper 2 WTM

To secure understanding by decoding the main ideas in a text.

To develop knowledge through tracing ideas in a text using reading strategies.

To achieve excellence through insights into character and writer's methods.

Re-read the Text more information = more understanding	Activate Prior Knowledge what do I already know about this?	Use Context Clues paw prints
Infer Meaning read between the lines	Think Aloud talk through it	Summarize the Story Characters → Setting → Problem → Solution
Locate Key Words keys	Make Predictions think → pair → share	Use Word Attack Strategies rereading re · read · ing prefix root suffix
Visualize eyes	Use Graphic Organizers bubbles	Evaluate Understanding what did I learn? smiley face

Tier 2:

Stupendous: extremely impressive.

Precariously: in a way that is not securely in position and is likely to fall or collapse.

Tier 3:

Synthesis



What does the paper look like?

2

SECTION A: 40 MARKS

Answer all of the following questions.

The separate Resource Material for use with Section A is a newspaper article, 'Nik Wallenda Makes History at Niagara Falls,' by Jacob Burnett.

The extract on the opposite page is from a biography of Blondin, a famous tightrope walker, called 'Blondin: His Life and Performances,' by George Banks.

Read the newspaper article 'Nik Wallenda Makes History at Niagara Falls' in the separate Resource Material.

1 1 (a) How far above the water was Nik Wallenda when he made his tightrope walk? [1]

(b) Name **one** thing that made it difficult for spectators in Canada to see Wallenda making his crossing. [1]

(c) Give the name of **one** of the spectators who watched Nik Wallenda. [1]

1 2 How does the writer try to show that Nik Wallenda's tightrope walk was astonishing and dramatic?

You should comment on:

- what he says
- his use of language, tone and structure
- other ways the writer tries to show that the tightrope walk was astonishing and dramatic

[10]

To answer the following questions you must read the extract by George Banks on the opposite page.

1 3 (a) Give **one** detail from the text that suggests Niagara Falls is very impressive. [1]

(b) What was the size of the crowd that watched Blondin walk across Niagara Falls? [1]

(c) How long did Blondin's whole performance on the tightrope last? [1]

1 4 "In this extract, George Banks presents Blondin in a very positive way." How far do you agree with this view?

You should comment on:

- what the writer says
- how the writer says it

[10]

You must refer to the text to support your comments.

To answer the following questions you must use both texts.

1 5 Using information from both texts, explain briefly in your own words, how the spectators reacted to Blondin and Wallenda. [4]

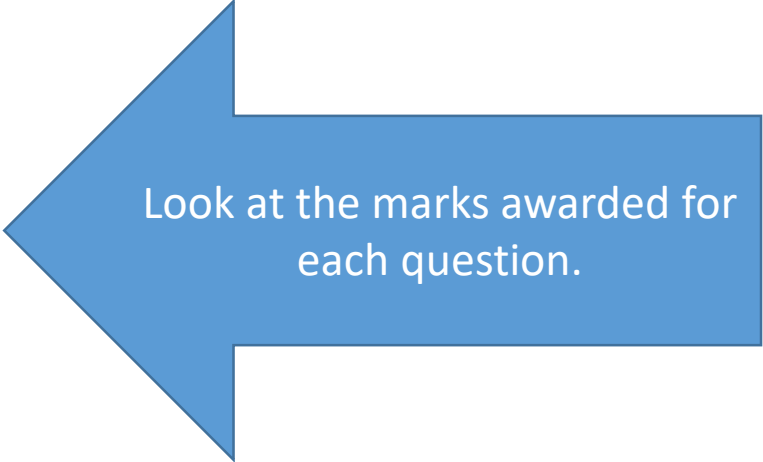
1 6 Both of these texts are about tightrope walkers crossing Niagara Falls.

Compare:

- what Blondin and Nik Wallenda did during their crossings of Niagara Falls
- how the writers try to convey the dangers of crossing Niagara Falls

[10]

You must use the text to support your comments and make it clear which text you are referring to.



Look at the marks awarded for each question.



Read the newspaper article 'Nik Wallenda Makes History at Niagara Falls' in the separate Resource Material.

1	1
---	---

- (a) How far above the water was Nik Wallenda when he made his tightrope walk? [1]
- (b) Name **one** thing that made it difficult for spectators in Canada to see Wallenda making his crossing. [1]
- (c) Give the name of **one** of the spectators who watched Nik Wallenda. [1]

1	2
---	---

How does the writer try to show that Nik Wallenda's tightrope walk was astonishing and dramatic?

You should comment on:

- what he says
- his use of language, tone and structure
- other ways the writer tries to show that the tightrope walk was astonishing and dramatic [10]

Question 1.1

This question is testing your ability to identify explicit information.

- Worth 3 marks and you should spend 4 minutes answering the question.
- Read the information above the question really carefully.
- You simply need to find the answers to the three questions they give you.
- The question is testing your ability to identify explicit information. .
- All answers must be written in sentences.
- If you include quotations, you cannot quote for the entirety of your answer.

Nik Wallenda was 60 metres high
from the water ✓

The heavy mist and the distance made
it difficult for Spectators in Canada to
see Wallenda make his crossing. ✓

The name of one Spectator is Muriel Marsh. ✓

Question 1.2

AO2 the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.

10 marks
10-12 minutes

- **Track the text carefully in order** and highlight key words/commands/focus of the question.
- Write an '**overview**' sentence at the start of your long paragraph
- **Prove** the overview point with **8-9 embedded quotations and brief analysis** of what each shows. (So lots of Evidence and Analysis points only)
- **Two** of these should be analysed or zoomed in on.
- **Use subject terminology** if it is appropriate.

COMMENT → EVIDENCE → EXPLAIN

1	2
---	---

How does the writer try to show that Nik Wallenda's tightrope walk was astonishing and dramatic?

You should comment on:

- what he says
- his use of language, tone and structure
- other ways the writer tries to show that the tightrope walk was astonishing and dramatic

[10]



I do

The writer shows that Nik Wallenda's tightrope walk was astonishing by the statistics of the dangerous tightrope, "Churning waters 60 metres below" 60 metres is a long, long way down this ✓ shocked me and no doubt shocked everyone else.

The writer makes it sound dramatic by the obstacles Wallenda had to overcome, "battled winds and near-blinding spray" the use of the language, "battled and blinding" gives us the impression this walk is definitely ✓ not easy as he had to battle with the weather.

Wallenda did something that no other type raper would of done which would of made it really difficult, "he looked down as he walked" looking down and seeing the great big full and ~~and~~ raging waters would put me uneasy, so he did something astonishing.

Wallenda's ambition was to walk the tightrope on a type rope and he did. "Daredevil" act was all about fulfilling his personal dream. The use of the language, "Daredevil" ✓ gives us the impression that ~~he~~ this was a dare something extraordinary.

falls on a type rape and he did, "Daredevil act was all about fulfilling his personal dream" the use of the language, "Daredevil" ✓ gives us the impression that ~~he~~ this was a dare something extraordinary.

Wallenda shows his determination pays off, "The impossible is not so impossible is you set your mind to it", something so dramatic ✓ he now was able to conquer.

Includes a good range of relevant details and comments.

7

Using the model response
Create a success criteria for this question

To answer the following questions you must read the extract by George Banks on the opposite page.

1	3
---	---

- (a) Give **one** detail from the text that suggests Niagara Falls is very impressive. [1]
- (b) What was the size of the crowd that watched Blondin walk across Niagara Falls? [1]
- (c) How long did Blondin's whole performance on the tightrope last? [1]



Question 1.3

This question is testing your ability to identify explicit information.

- Worth 3 marks and you should spend 4 minutes answering the question.
- Read the information above the question really carefully.
- You simply need to find the answers to the three questions they give you.
- The question is testing your ability to identify explicit information. .
- All answers must be written in sentences.
- If you include quotations, you cannot quote for the entirety of your answer.

The text suggests Niagara Falls is very impressive through describing it as 'awe-inspiring'.
There was a crowd of 25000 people.

The performance lasted 'about an hour'.

3

Question 1.4

AO4: This question tests the ability to evaluate texts critically and support this with appropriate textual reference.

10 marks
10-12 minutes

- **Track the text carefully in order** and highlight key words/commands/focus of the question.
- Write an '**overview**' sentence at the start of your long paragraph. Decide where you fully agree, fully disagree or see different sides.
- **Prove** the overview point with **8-9 embedded quotations and brief analysis** of what each shows. (So lots of Evidence and Analysis points only)
- **Two** of these should be analysed or zoomed in on.
- **Use subject terminology** if it is appropriate.
- **TOP TIPS** – This is the 'evaluation question' but remember that all this means is that you give your opinions on the given statement with relevant supporting evidence

COMMENT → **EVIDENCE** → **EXPLAIN**

To answer the following questions you must read the extract by George Banks on the opposite page.



1	4
---	---

“In this extract, George Banks presents Blondin in a very positive way.” How far do you agree with this view?

You should comment on:

- what the writer says
- how the writer says it

[10]

You must refer to the text to support your comments.

I agree with the view that George Banks presents Blondin in a very positive way.

I agree with this view because the writer says 'in all, 25,000 persons were

present'. This shows the reader that Blondin was a very good character due to the vast amount of ✓ people there to see him complete the tightrope walk. The writer also states that 'on his arrival he was greeted with loud cheers' indicating that Blondin clearly got a fantastic ✓ response from the ~~good~~ crowd, and again reiterates this by writing 'the air rang out with shouts and encouragement of the heartiest kind'. ✓ The fact that the crowd were

Kind. ✓ The fact that the crowd were cheering him on and encouraging him clearly gives me impression that Blandin was loved by the crowd. The writer also states that Blandin 'took a picture of the people on the shore' this shows the reader that even though he was a ~~death~~ death-defying 160 feet in the air, he still managed to take a picture of the ✓ crowd with the camera he had on his back. This shows the reader that he clearly appreciated the crowd being there for him, supporting him, and cheering him on. Finally, the text states that 'many of the spectators ~~for~~ eagerly pressed forward to shake ~~him~~ him by the hand' This act by the crowd once again shows the reader ✓ that the crowd wanted to congratulate him on

crowd once again shows the reader that the crowd wanted to congratulate him on completing such a prestigious achievement, overall showing that he was a very positive character.

Relevant comment on the way Blondin is presented.

6

Decide as a class a WWW and an EBI.

WWW:

EBI:

To answer the following questions you must use both texts.

1	5
---	---

Using information from both texts, explain briefly in your own words, how the spectators reacted to Blondin and Wallenda. [4]



Question 1.5

- This question tests
- **Skim** the passage
- Highlight **2-3** things
- You will need **4** marks

4 marks
5-6 minutes

I believe the spectators reacted very positively ✓ to Blondin and Wallenda. This because of the large amounts of people who went to witness the ~~spectator~~ spectacle. Wallenda attracted a crowd of 125000 people, some of which stalked out to get good views and Blondin attracted 25000 people.

The spectators also showed positivity through the noise they were making. Blondin ✓ had very loud and encouraging cheers. Wallenda could hear the crowd ~~exuberant~~ roaring in excitement. ✓

Good range of detail from both texts.

4

Question 1.6

AO3: This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed across the two texts.

10 marks
10-12 minutes

- **Track the text carefully in order** and highlight key words/commands/focus of the question.
- Write an '**overview**' sentence at the start of your long paragraph. **Comparison of the content is relevant and clear and both texts are referred to. Prove** the overview point with **4 embedded quotations and brief analysis** of what each shows (from each text) **Two** of these should be analysed or zoomed in on.
- **Use subject terminology** if it is appropriate.
- **TOP TIPS** – Use the bullet points to help structure your response. To access higher marks you will need to look at 'how' as well as 'what'.

To answer the following questions you must use both texts.

1	6
---	---

Both of these texts are about tightrope walkers crossing Niagara Falls.

Compare:

- what Blondin and Nik Wallenda did during their crossings of Niagara Falls
- how the writers try to convey the dangers of crossing Niagara Falls [10]

You must use the text to support your comments and make it clear which text you are referring to.



WAGOLL

Both the `Penny Review` and the Chilean mining article finish with the miners being rescued. This creates a sense of drama as the rest of the texts build up tension and anticipation for their rescue. However, in the Chilean article the day of the rescue is also mentioned at the beginning: the “scenes of jubilation erupted” as the miners were rescued. This dramatic verb `erupted` portrays the excitement and intense relief from the crowd of family and onlookers as the rescued miners “cried”, “prayed” and “wrapped their arms around their wives and children”, creating a sense of drama. In the `Penny Review`, the writer does not use the reaction of the crowd after the rescue to create drama but instead builds up the description of the “increased activity” before the rescue and leading to it. The writer creates drama by creating a new sense of hope for the people digging to the trapped miners.

Both articles describe the rescue day with a similar tone of amazement and admiration but also relief. The `Penny Review` mentions how, on the morning of the rescue day, “a rumour spread” that the men were alive. This creates a build up of anticipation for the reader as the noun `rumour` creates a sense of uncertainty. In the Chile article the onlookers’ emotions are also described. There is a greater sense of relief in the Chile article as “onlookers sobbed” as they were overwhelmed by the day of the rescue. This intense emotion creates drama for the day, especially as the president of the country, President Pinera, is at the mine to greet the men. Furthermore, the pride is felt by the country as in the nearby town the people celebrated and chanted, “Chile! Chile! Chile!” which suggests they feel a huge sense of relief. The writer uses this to capture a sense of the drama of the day. In this way, both articles use tension/emotion to create a sense of drama for the day.



To answer the following questions you must use both texts.

1	6
---	---

Both of these texts are about tightrope walkers crossing Niagara Falls.

Compare:

- what Blondin and Nik Wallenda did during their crossings of Niagara Falls
- how the writers try to convey the dangers of crossing Niagara Falls [10]

You must use the text to support your comments and make it clear which text you are referring to.

Writing a response together



