

Examiners' Report  
June 2016

GCE English Language & Literature  
8EL0 01

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## Introduction

This was the first sitting of the new AS specification and it was clear that centres had worked hard to prepare candidates for this examination. This paper reflected the new specification with Section A requiring candidates to transform a text from the anthology into a speech and Section B requiring a comparative essay on one unseen extract and one text from the anthology with the subject matter of UFOs.

Each individual question is considered in this report and examples from candidate's responses are also given for each question. A general summary is below, which may be of benefit to centres.

In Question 1, it was clearly evident that most centres had prepared their candidates effectively for the text transformation and that many candidates understood the key features of a speech and were broadly familiar with the source material. Candidates responses at lower levels tended to be characterised by their short length, under use of the data (comparatively few just reproduced the data without any form of transformation) and often used sensational and/or hyperbolic language. Candidates placed at the higher levels had a clear focus on the given audience, including the use of appropriate politeness markers (such as introducing themselves) and showed a more discriminating application of features associated with a speech.

In Question 2, most candidates seemed to be familiar with the demands of this task, again indicating the work that centres had no doubt done in preparing them. At lower levels, candidates seemed to have an uncertain command of the concept of 'voice' and description rather than analysis. Excessive focus on audience and purpose was also evident in many answers in lower levels. Candidates meeting the descriptors for the higher levels demonstrated a more thoughtful awareness of context and were able to apply language and literature features in a sustained manner.

Overall, centres seemed to have prepared their candidates well for this paper and the majority responded to the questions as expected, making marking this first sitting of the new specification a positive and often pleasurable experience. It was clear that centres had worked hard preparing candidates for this component and that the candidates were eager to display their learning and creativity. There were very few candidates who did not use at least some core aspects of a speech or who showed fundamental problems in their approach to Question 1. Issues around the application of literary and linguistic terms in Question 2 perhaps indicate an area where there should be some additional focus including building candidates confidence with the application of more flexible frameworks.

## Question 1

Question 1 presented candidates with a first person account of the Indonesian tsunami of 2005 (taken from the anthology) and asked that it be transformed into a speech aimed at an international conference on disaster relief. Additionally, candidates were asked to adopt a specific persona – that of a UN youth ambassador. It was expected that candidates would exhibit the following skills:

- Show an understanding of contextual factors and genre conventions.
- Show consideration of how the text is received, with confident crafting of the text.
- Control their own writing style by employing a clear structure and avoiding lapses in clarity.
- Produce a text that engages by using carefully chosen language features.

Most candidates showed a level of comfort with the conventions of a prepared speech and structured their response with some fluency, even in the case of the few candidates who relied heavily on the given data. At lower and mid levels, there tended to be some misreading of purpose/audience. These responses used the platform to appeal for (in a general way) small charity donations from an audience sat at home or did not address the idea of 'international' aid. Additionally, lower level responses were often characterised by very brief or absent introductions with little regard for politeness conventions. It was pleasing to note that there was very little wholesale lifting from the source text, but equally, a number of candidates barely used the text. Many lower level responses also included highly sensationalised or hyperbolic references that were deeply out of place given the context of the speech and many of these seemed to occur when candidates were trying to employ the more obvious features of persuasive speaking, such as alliteration.

At higher mark levels, candidates balanced the creation of new material with a judicious selection from the source text. There were some excellent responses that shaped the material with such skill that it blended smoothly with the speech text in a way that put the 'reader' into the audience and meant that you could 'hear' the delivery.

There was also evidence at this level of candidates crafting language to fulfil the criteria of 'youth ambassador', with candidate's introductions often acknowledging this. A number of candidates used references to other young people affected by the disaster and were polite and deferential in how they addressed the audience. This was in marked contrast to the informal language use or merely stating that they are a 'youth ambassador', which was commonly seen at lower levels. With regards to the data, more confident and original answers used a range of points from the reportage text and this was embedded and expanded upon in the course of the speech, sometimes with reference to other disasters or convincing short anecdotes which incorporated personal experience. Unlike candidates at lower levels, those at higher mark levels did not typically use the points from the supplied text in the same order as in the supplied piece of reportage.

This response was awarded the bottom of level 4 for AO3 and the top of level 4 for AO5. It showed some subtle and nuanced understanding of context and genre conventions and effective crafting of the text. Considering it was produced in exam conditions with little time for checking and redrafting, it shows a confident and consistent writing style and a carefully chosen range of features that demonstrate some originality. It engages throughout. It does however show too little use of the source material and this prevents it accessing higher marks.

## SECTION A: Creation of Voice

Read Text A on pages 4–5 of the source booklet before answering Question 1 in the space below.

- 1 You are a youth ambassador for an aid organisation. You have been invited to speak at an international conference on disaster relief. Using information provided in Text A, write the text for a speech which you will deliver to all conference delegates.

The purpose of your speech will be to encourage increased international aid to those affected by natural disasters.

You may develop points contained in Text A but you must draw only on the factual information.

You should:

- develop the content of your speech using the conventions of public speaking
- craft your speech according to the given context
- write to engage your audience.

(20)

We have all been effected by disaster at some point in our lives, ~~or so we think.~~ <sup>or so we think.</sup> I am sure that we have all said something small, ~~and~~ <sup>meaningless</sup> and unimportant was a disaster.

However, what about the ~~real~~ <sup>real</sup> disasters that effect those who didn't even have much to begin with? What about the real disasters which are so catastrophic that they can only be compared to things such as Hiroshima, after the atomic bomb fell onto it? What about those disasters which don't just leave almost a hundred people dead, but almost a hundred thousand people dead?

~~We~~ <sup>You</sup> all know the importance of donating aid to countries who have been decimated by disaster; after all, we are at a conference on disaster relief. As such, I expect

that you know ~~the~~ <sup>international</sup> aid plays a vital role in not just helping countries <sup>and economics</sup> get back on their feet, it helps people get back on their feet. People who are just like you and I.

We all care equally about the people of this world; ~~however~~ some countries <sup>go</sup> above and beyond their call of duty.

I would like to remind you all of the ~~destruction~~ <sup>devastation</sup> left in the wake of the Boxing Day tsunami, which occurred in the Indian Ocean, in 2004. No less than fifteen days later there <sup>were</sup> 200 different charity organisations <sup>on the ground</sup> and a monumentally huge relief effort <sup>from</sup> the United States Military.

At that point, we knew that 95000 people were dead and another 77000 people were missing in ~~the~~ Indonesia alone, never mind the other countries effected by this disaster. In Banda Aceh, ten square miles of the city were completely ~~destroyed~~ <sup>levelled</sup> by the disaster. To put this into context for you, I live in a town with <sup>a</sup> population of around 60000 people. If ~~a~~ disaster on a scale that huge occurred there, the population of the town would have been destroyed, and <sup>it would</sup> only be one third of the size of what happened there.

However, all the aid you gave made a huge difference. ~~You~~ You worked from dawn till dusk, and it paid off.

The people there will be eternally grateful ~~for~~ for everything you did in their hour of needs.

Therefore, I implore you to give as much as you can to international aid; as together, we can make a difference.



### ResultsPlus Examiner Comments

Like many candidates, this response launches into the speech and does not have the polite introductions that would normally be associated with a speech in this context.

The talk opens with the inclusive pronoun 'we' which shows understanding of a common genre feature – a valid inclusion that was typical of the majority of responses and showed that centres had duly prepared candidates for persuasive speech.

The second paragraph picks up the theme of 'disaster' mentioned in the opening section and the adjective 'real' is used to contrast with the disasters mentioned in the first section. The tripling of the rhetorical questions is successful in engaging the audience and shows an understanding of genre conventions. Additionally, this section shows some adaptation of the source material into an appropriately general form.

After a section in which the given context of 'disaster relief' is discussed, the audience is clearly acknowledged and the candidate further demonstrates their skill at adapting the data and does so in a manner that avoids the first person account of the tsunami used by many others. Specific statistics are used to fulfil the informative aspect of the speech. There is some breakdown in the clarity of expression in the section where the candidate discusses their own town but this is relatively minor – especially when the limited time for planning and redrafting is considered.



### ResultsPlus Examiner Tip

Read the question carefully to ensure that you are fully aware of the audience, the purpose, and any given persona that may affect the style in which you produce your response.

This candidate's response was scored at level 2 for both AOs. It shows some clear understanding of basic contextual factors and genre conventions and there is some clear crafting but it doesn't show the consistency expected of level 3 and above for AO3. For AO5, there were some noticeable inconsistencies in register and style but there were clear elements of engagement and attempt to craft the text.

- 1 You are a youth ambassador for an aid organisation. You have been invited to speak at an international conference on disaster relief. Using information provided in Text A, write the text for a speech which you will deliver to all conference delegates.

The purpose of your speech will be to encourage increased international aid to those affected by natural disasters.

You may develop points contained in Text A but you must draw only on the factual information.

You should:

- develop the content of your speech using the conventions of public speaking
- craft your speech according to the given context
- write to engage your audience.

(20)

Good morning all. I am here today to talk to you about the absolute horror of the Indonesian tsunami. Less than a month ago this beautiful ~~the~~ country was swept away ~~it~~ by a never-ending ocean, which has destroyed homes, killed families and left this country only a place of nightmares.

Imagine this. Happening here, in the US. Imagine getting ready for the holidays, planning your new year and celebrating with your family. Now imagine your home being swept away as you cling onto your children for dear life ~~Horror~~ Horrifying, isn't it?

95,000 people in Banda Aceh are dead. 77,000 are still missing. It's easy to switch off the news and subconsciously forget the hell in which other people are living. It's easy to only immerse yourself in your own life, because you don't know them. They aren't your family. The hardest thing is to live through this nightmare with them. No body wants to do that.

When I was seven and living in ~~Europe~~ Europe, we had an earthquake. It was only a tiny one, ~~prob~~ probably not even that. A small rumble that shook the house for less than 10 seconds. At just seven years old though, it was ~~terrifying~~ the scariest thing that had ever happened. Me and my siblings all woke our parents up by screaming the house down. What if the house falls down? What if the shaking never stops? What if I don't make it to 10 years old? At age 7, I shouldn't have had to think about the what ifs, but I did. The scariest thing?

Thousands of other children in Banda Aceh did also think of the what if's, but <sup>unlike mine</sup> theirs came true.

I am only here today to ask you all of one thing. Help us give aid to the people of Banda Aceh. To the people who have lost their family. To the people who have lost their homes. To the people who can't <sup>just</sup> switch a tv off for their nightmare to be over. To all the children who's questions have been brought to life.

The people of Banda Aceh need your ~~help~~ help. They need hope. For 95,000 people it is too late but for 77,000 people missing your donation could help hope become stronger than fear.

plan

- intro
- stats - 95k dead 77k missing
- plea



## ResultsPlus

### Examiner Comments

This candidate has included an introduction and so evidences some clear knowledge of the genre conventions of this type of language but it lacks the expected formality and politeness.

The use of the imperatives starting 'imagine' and the interrogatives in the second paragraph show some knowledge of features associated with persuasive speaking but the candidate's audience seems to be a domestic US audience (as evidenced by the use of 'here, in the US'), rather than the international audience specifically mentioned in the question. However, this section does contain some evidence of engagement with the repetition of 'it's easy' and some use of the supplied data for the statistics.

Although it was fitting, given the nature of the question, to make some reference to other disasters, this candidate becomes quite distracted with their own account of an earthquake before returning to an account of the tsunami. Once again, the candidate uses repetitive structures as their main method of engagement, in this case 'to the people...'. It is this lack of range that contributes to the writer not being able to reach level 3 descriptors. Additionally, there are some inconsistencies in register and style in this section, perhaps caused by the candidate trying to fit their speech around a limited range of stylistic devices.

The end of the speech seems to target only the tsunami and so shows some deviation from the wider 'disaster relief' requested by the question.



## ResultsPlus

### Examiner Tip

Spend a few minutes planning your text transformation before you begin writing. This can help ensure that your text meets the requirements of the question.

This is an extract from a much longer response that was awarded level 4 for AO3 and the bottom of level 5 for AO5. It shows some confident and effective crafting and consistent, sometime subtle, understanding of genre conventions and context. The writing is always confident and consistent, sometimes assured, and there is a clear attempt to create a distinctly new text.

- 1 You are a youth ambassador for an aid organisation. You have been invited to speak at an international conference on disaster relief. Using information provided in Text A, write the text for a speech which you will deliver to all conference delegates.

The purpose of your speech will be to encourage increased international aid to those affected by natural disasters.

You may develop points contained in Text A but you must draw only on the factual information.

You should:

- develop the content of your speech using the conventions of public speaking
- craft your speech according to the given context
- write to engage your audience.

(20)

A ghost has appeared. Ladies and gentlemen.

A ghost has appeared and it has placed upon us the most devastating curse. Banda Aceh looks like Hiroshima after the

atomic bomb: buildings diminished into rubble

like diamonds shattered into red coal; entire

communities gone! We cannot point a finger;

but we may lend a helping hand.

Today's ~~day~~ is ~~today~~ We said these

words. All that time ago in 2005. It

was in all the papers, wasn't it?

The tsunami that hit Indonesia. But it

is not just Indonesia. It is the entire

world - even if the next time place

on another part of the globe. You see ladies  
and gentlemen, it is in these dire moments  
of distress that we must band together - that  
we must help those who need it: those  
whose homes have been ruined, whose lives  
have been ruined, whose entire communities -  
hundreds of thousands of people - ~~start~~ <sup>have been</sup> swept  
away. Those infant children who cry  
consistently - fearing the inescapable world:  
they may never see their mother  
again. To my young colleagues: would  
you like to be in such a predicament? ?



## ResultsPlus

### Examiner Comments

Again, there is no specific introduction but the use of 'ladies and gentlemen' fits with the audience and required levels of formality. There is also clear evidence of using the source material to describe Banda Aceh and so engage the audience. There are some minor slips in style, for example, the somewhat odd 'buildings are diminished into rubble' but these are relatively minor and in part reflect the limited drafting time available. The first section ends with some effective use of collocations/idioms ('point fingers' and 'lend a helping hand') and the use of the exclamation mark would seem to indicate awareness of the spoken nature of the text.

In the second section, the candidate shows some originality in the construction of their response by revealing that the statements in the opening paragraph took place at a past conference with the mention of 'we said these words'. Throughout the extract, persuasive devices such as pronouns and rhetorical questions are included alongside features used to develop the rhythm of the speech such as short sentences and the use of a sentence initial conjunction 'But'.

The final part of this extract shows a candidate with a clear focus on the audience and required persona as well as the concept of 'disaster relief'. The use of 'But it is not just Indonesia' is a clear attempt to link to the wider concept of disaster relief and the mention of 'young colleague' implies a focus on youth ambassadors. Formal vocabulary choices such as 'predicament' and the lack of contractions also illustrate an awareness of the underlying formality expected in such speeches.

## Question 2

This section, called 'Comparing Voices', required a comparative essay response focussing on how writers/speakers shape language to create a sense of voice. In this first sitting, candidates were required to compare and contrast a podcast (available in the anthology) and an article on UFOs from The Roswell Daily Record (unseen piece). It was expected that candidates would exhibit the following skills:

- Organise the structure of their response and write in an appropriate register and style.
- Apply appropriate concepts, methods and terminology.
- Support the exploration with a range of relevant examples.
- Display knowledge and understanding of how meanings are shaped in texts and the writer's craft.
- Show knowledge of contextual factors and ability to link this knowledge to how texts are produced and received.
- Explore connections across the texts.

In general, this question was approached by almost all candidates with a confidence instilled by their centre's comfort with this type of task. Many candidates began their analysis with an overview of the genre, audience, purpose, mode and context of each text, however candidates who were marked at lower levels were often unable to adapt the checklist of literary and linguistic frameworks they had been taught to the given texts. This often resulted in the areas they discussed showing misapplication or lack of relevance to the question. At the lower levels, analysis often centred around quite general issues such as similes and sentence length and types for Text B and for Text C, formality, turn taking and Bob's scepticism. Often there was a marked absence of linguistic and literary terminology for either text and for both texts; discussion of 'voice' was often based around the somewhat vague and generic 'informative voice'. Additionally, the audience of Text B provided some issues at lower levels, with many candidates deciding that newspapers required a highly educated audience and candidates ignored the local readership by assuming only an audience of UFO enthusiasts. It was likely that such candidates did not provide effective comparison. In many instances the approach was to write about Text B and then Text C, using some comparative phrases, such as 'unlike Text C'. Written expression, although tending to be clear at this level, were often characterised by a lack of fluency, repetitive style (for example starting each section with 'Text B shows...') and a lack of effective transitions.

Responses placed at higher levels had more confidence applying literary and linguistic terminology to the texts and had a more assured knowledge of context. These responses also provided some detailed comparison by using an integrated or 'side by side' approach for the majority of their analysis. Higher level candidates also broadened their response to include how the texts demonstrated a different social attitude to UFOs.

In Text B, there was focussed discussion of issues such as military lexis, assumed knowledge, semantic fields, onomatopoeia and declaratives. For Text C, common areas for analysis included the interactional features, interrogatives and the relationship between Jo and Bob was described using concepts and issues taken from face theory and other language and power concepts. Such responses were also characterised by sophisticated written expression with effective transitions between sections. Comparisons were often correctly centred on formality, modification, relationship with audience, assumed knowledge and proper nouns.

This is the first of three extracts taken from a response that was given level 5 for both AOs. It illustrates application of appropriate methods and terminology with an evaluation of how meanings are shaped in both texts. The influence of context is kept in mind throughout and is evaluated with reference to how the texts were produced and received. The writing style is structured in an appropriate register and style. Comparisons between the two texts are sustained and effective with an integrated approach seen throughout.

2 Compare how the writer in Text B and the speakers in Text C shape their language to create a sense of voice.

You must consider:

- the use of linguistic and literary features
- the influence of audience and purpose
- the contexts of the texts.

(30)

Text B is an article in the Roswell Daily Record. It is in the written mode and has been prepared, edited and censored so that it is suitable for publication, removing most all opinion based comments and potentially any evidence the government deems unsuitable for the public. It was written in 1947, so most of the popular jargon of Text C in the modern era e.g. 'aliens', 'X-files', is not present, instead replaced with 'flying dish' and 'saucer'.

Text C is in a more modern context (unspecified) and is in the spoken mode, but the extract is a written transcript of the podcast. Its context is one where the public has experienced popular culture and conversations about the extraterrestrial, so their attitude towards the subject matter is casual intrigue. Jo assumes the archetype of the excited, interested, even naive 'alien' fan who is quick to believe the ~~MIA~~ M.O.D.'s leaked files, e.g. 'And it's secret files on Aliens! How good is that!' Bob assumes the role of the skeptic, systematically questioning and debunking Jo's hasty conclusions: 'I think that's very

unlikely', 'That's another mystery solved then.' This contrasts heavily with the much more serious, almost emotionless tone of Text B, using words <sup>adverbs</sup> such as 'apparently' and phrases like 'it was stated' to distance the author from the events. The semantic field of mystery e.g. 'unidentified', 'intelligence office', 'object', 'no details', gives the impression that there may be an attitude of fear in the author, which would be in keeping with the context, as the events at Roswell in 1947 ~~were one~~ was one of the first UFO sightings in recorded history.



### ResultsPlus Examiner Comments

The candidate clearly presents some core features of the texts in their opening section. There is some detailed understanding of mode as the comments show awareness that a newspaper could differ from other forms of writing. This candidate also has knowledge of how the time period could affect the semantic field as they imply that it is less developed at this time. A similarly useful overview is given for Text C. The writer shows awareness of the roles the participants have adopted and they provide clear evidence from the data to support their assertions. These comments on the more 'serious' tone are then effectively contrasted with Text C, showing that this candidate is capable of adopting an integrated approach for their analysis. As the candidate expands this discussion, a range of clear examples from the data are integrated and some terminology is used to describe them. However, a wider range of terms could have been used here to more accurately describe the individual structures. Additionally, throughout this whole section, the writing has been structured in an appropriate register and style and there are effective transitions between sections.



### ResultsPlus Examiner Tip

You should attempt to adopt an integrated approach for your analysis. This means that you should compare and contrast similar features from each piece of data in the same section. If you keep the texts separate, it may restrict the marks available in AO4.

This extract from a level 5 candidate shows how to produce an efficient but effective section that targets a number of AOs.

Text B is in a much more elaborated code than Text C with more low-frequency lexis and Latinate words such as 'instrument', 'inspected', 'construction', 'inverted'. Being an impersonal, factual article it is very formal, without any colloquial phrases. In contrast, Text C is based much more on colloquialisms and phatic language e.g. 'Hi there', 'And I'm Jo'. A more restricted code with more Germanic lexis ('getting', 'got', 'shies') is employed, and it gives more opinions e.g. 'How good is that'.



### ResultsPlus Examiner Comments

In this section, the candidate compares some of the lexis of the text using appropriate terms such as 'low frequency' and clearly links its use to the author's desire to construct a factual article. In doing so, they are displaying their ability to evaluate how meanings are shaped and showing understanding of the writer's craft. The point about Text B is effectively contrasted with the colloquial language of Text C and this discussion is supported by integration of brief and discriminating examples. Written expression is highly appropriate and its clarity means it is easy to access the candidate's points.



### ResultsPlus Examiner Tip

Examples are essential for clearly demonstrating your understanding, especially for complex literary/linguistic points. However, if the example is a full sentence it can be time consuming to write out. In such cases, it is acceptable to give a line reference and the start and end of the particular example.

In this extract, this candidate turns their attention to sentence functions and continues with the integrated approach to comparisons

Text C is based mainly on interrogatives and opinion based declaratives in comparison to Text B being based solely on reporting descriptive declaratives. This means that there is more room for implicature, although opinions are more explicitly stated, as they are not extensively censored (indicated by the M.O.D's information leak). They use literary techniques such as hyperbole: 'hundreds of sightings', hedging: 'be so sure' and rhetorical questions: 'How good is that?' to generate interest in the audience. One not so deliberate lexical choice of Jo's is 'well, sort of, but not -'. The caesura of the hyphen and the commas imply stammering, and the vague word choices point to these being non-fluency features. This hesitant method of speaking implies that Bob is right to suggest the evidence is not conclusive, so in theory, ~~the~~ Jo's observations are not valid.



### ResultsPlus Examiner Comments

Both literary and linguistic terminology is used in this section to create an effective and efficient link to the audience's needs and in doing so it shows consistent awareness of context and how meaning is shaped in the text. The candidate's discussion of the punctuation symbols in the transcript is clearly linked to the spoken nature of the podcast and to how the creators of this language event want the audience to respond to the characters and so again shows knowledge of the speakers craft.



### ResultsPlus Examiner Tip

Make sure that you use a range of both literary and linguistic terms to describe the significant features that you find in the data.

This response achieved level 4 for both AOs but because it had some level 3 elements it was placed at the bottom of the level. The response is organised effectively but there are a few limitations to the range of terminology. Although analysis was generally consistent, the odd lapse or lack of development prevented the response being mid level or above.

A second way in which these two pieces create a sense of voice is through the way the language is shaped. As a result of its purpose to inform the reader of ~~the~~ the 'flying saucer', ~~the writer~~ the writer includes Mr Wilmott's use of statistics to ~~describe~~ describe the 'flying disk'. The use of statistics such as '5 feet in size' and '15 to 20 feet in diameter' give the reader more information on the disk, and also make the story more reliable as the reader can see there is evidence supplied. The third person nature of the piece is also shown as there is ~~no~~ only use of the third person singular pronouns 'he' or 'she'. As a result of it forming an article - all ~~the~~ speech is reported, shown through verbs such as 'called', 'said' and 'estimated'. Despite being a formal piece, the article loses this formality slightly when describing the flying saucer. The use of the <sup>simile</sup> ~~shared~~ ~~frame~~ of ~~reference~~ 'like two old type washbowls' gives a shared frame of reference of the ~~audience~~ part of the audience who are simply reading their daily newspaper and have no former knowledge

of UFOs. In comparison, the language used in the podcast is quite informal, ~~and colloquial~~ <sup>giving a</sup> colloquial tone, shown immediately through Bob's 'Hi there'. As well as this, ~~due to the spoken~~ <sup>the elliptical nature</sup> of their conversation, ~~feature of the piece~~ such as 'Because it's a fascinating insight' shows the informality of their conversation. In addition, it is an often seen occurrence in spoken pieces. Due to the spoken nature of the piece, hedging such as 'well' and ~~and~~ 'Okay' are used as Jo thinks of her answers to Bob's challenging questions. However, there ~~is~~ only one use of the filler 'Oh' suggesting that due to the fact this is a transcript of the piece, they have been edited out.

A final way in which the writer and speakers create a sense of voice is through the relationship to their audience. Text B provides information on 'the object' without using any lexical fields of UFOs or aliens, due to the fact that the writer is writing self-consciously, as it is obvious this piece will be published.



## ResultsPlus

### Examiner Comments

In this extract, the candidate is discussing the informative aspects of the data and so is acknowledging the influence of context on the writer's craft. They begin by referencing the key terms 'voice' and 'shaped' but there seems to be some uncertainty as to what they intend by the use of these terms. The examples of statistics are plausibly linked to the informative nature but there is a clear missed opportunity here for the use of some key linguistic or literary terms. This absence is addressed in the subsequent section on third person and reported speech but the candidate does not fully develop these ideas by discussing why these verbs are used and their effect. There is some evidence of consistent application in the discussion of a simile being used because of a lack of prior knowledge on the audience's behalf. As the candidate moves into discussing Text C, they become slightly more focussed and efficient. The comments on colloquial language and ellipsis are plausible and the writer shows a knowledge of core speech concepts with the comments on hedges and the possible editing/redrafting of the speech. However, interesting aspects of the discussion are left undeveloped such as the mention of Jo's hedges being in response to Bob's challenging questions.

The final comments in this extract form a useful comparison with the first script discussed in this section of the report. Here, the comment about the lack of a developed UFO semantic field in Text B contains only a general comment about writing 'self consciously' which is not convincing. Additionally, there is a missed opportunity to compare with Text C.



## ResultsPlus

### Examiner Tip

Try to be familiar with the material in the anthology – this will save time when planning your response.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Make sure they read the question carefully and follow its demands. This is especially important for Question 1.
- Use a range of relevant information from the source material for Question 1.
- Remember the importance of balancing planning time (especially for Question 1) with the need to write a detailed response.
- Keep their focus firmly on the data for Question 2.
- Develop a flexible framework that can be applied to texts and ensure they can use a range of literary and linguistic terminology without errors.
- Avoid 'feature spotting' in Question 2 by always relating a language/literary feature to context or meaning.
- Adopt an integrated analytical style for Question 2.
- Take care with their own written expression and avoid colloquialisms in their writing.
- Try to be familiar with the texts in the anthology. This will save time when planning - especially for Question 2.

## **Grade Boundaries**

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