

A LEVEL

Exemplar Candidate Work

ENGLISH LANGUAGE AND LITERATURE (EMC)

H474

For first teaching in 2015

**H474/01 Exploring non-fiction and
spoken texts**

Summer 2017 examination series

Version 1

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Introduction

This resource has been produced by a senior member of the A Level English Language and Literature examining team to offer teachers an insight into how the assessment objectives are applied. It has taken the two high mark questions from the sample question paper and used them to illustrate how the questions might be answered and provide some commentary on what factors contribute to overall levels.

As these responses have not been through full moderation, they are banded to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

The sample assessment material for these answers and commentary can be found on the A Level English Language and literature web page and accessed via the following link: <http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-and-literature-emc-h074-h474-from-2015/>

Script A - Question 1

Read the **two** text extracts and answer the question.

Text A from the anthology is Edward VIII's speech announcing his abdication, following the constitutional crisis caused by his proposal to marry Wallis Simpson, an American divorcee.

Text B is an extract from an article by Christopher Hitchens, published on a news, politics, and culture website, criticising the portrayal of Edward VIII's abdication in the 2010 film *The King's Speech*.

- 1 Carefully read the **two** texts and compare the ways in which the speaker in **Text A** and the writer in **Text B** use language to support and emphasise the points they make.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.

[32]

Level 6 response - 30 marks

1	<p>In text A, Edward VIII makes an appeal over the radio to his former subjects, trying to convince them that - despite his abdication - he is noble and patriotic. Text B also aims to create a certain image of Edward VIII. Christopher Hitchens writes to a *readership who have already seen this fairly generous portrayal of Edward VIII and Winston Churchill in 'The King's Speech' to persuade them that this depiction is not accurate. In this depiction is inaccurate, Edward VIII uses language to emphasise his constitutional and patriotic values while reinforcing the idea that he would be unable to carry out his duties without marrying Wallis Simpson while Hitchens emphasises Churchill's zealous support of the a Nazi-sympathising king.</p> <p>In both texts, sentence structure is used to highlight these key messages. Hitchens starts with a complex sentence by starting outlining the positive aspects of the film. His second sentence is shorter and has a simple statement of examples.</p>
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~~the~~ structure. ~~the~~ As well as the structure, the message of this second sentence contrasts starkly with that of the first with Hitchens describing the film as a "gross falsification of history". This juxtaposition adds emphasis to the sentence, underlining Hitchens's message that 'The King's Speech' is an entertaining

"well made" film is nonetheless historically inaccurate. Similarly, the first two paragraphs of Edward's speech ~~consist~~ consist of complex sentences, ~~outlining~~ outlining the events which have forced his abdication. The second paragraph of his address, however, ends with the simple, declarative sentence "I do with all my heart", thus emphasizing Edward's loyalty to his brother. Coming at the end of a paragraph, this sentence ~~comes at the~~ would be followed on radio by a pause, further highlighting its importance compared to the other things he says.

Both Edward VIII and Christopher Hitchens create a sense of juxtaposition in order to support their ~~interpretations~~ messages. Edward argues that even a king needs love and support. He uses high order words such as "discharge my duties". But also talks about "the woman I love". In this direct, spoken ~~and~~ appeal, he uses this contrast to emphasise his ~~own~~ internal conflict between duty and love. By doing this, Edward aims to justify his marriage to an American divorcee to a British 1930's

despicable loyalty to Edward VIII. Churchill, he

argues, had a "romantic attachment to this Gargoyle". This ~~contrast~~ ^{antithesis} between "romantic" which suggests love and ~~admirable~~ ^{unstable} ~~adoration~~ and "gargoyle" - something ~~un~~ ^{unnatural} and ugly - highlights ~~the~~ ^{the} ~~unjustifiable~~ ^{unjustifiable} nature of Churchill's support for Edward, emphasising Hitchen's point that Churchill is unfairly portrayed as "statesman like" in 'The King's Speech'.

Hitchen also uses figurative language to highlight how people have tried to write this unsightly episode out of history. Edward's ~~support~~ ^{admiration} of the Nazis is ~~described~~ ^{symbolised} as a mess which "royal biographers ~~must~~ Philip Ziegler tried his best to clean up". This suggests that ~~the~~ Edward was a stain on the royal family's reputation. Describing the attempted cover-up also emphasises the importance of Hitchen's article, giving the reader a sense of rebellion. Edward ~~also~~ ^{instead} uses words to highlight his brother's suitability for the role of King, arguably attempting to dispel ~~the~~ ^{concerns} about his stammer. ~~the~~ ^{concerns} E. Edward describes the "blessing" of a wife and children which has been "bestowed" upon his brother George but not upon him. The

word "bestowed" suggests ~~that~~ ^a great, possibly even divine gift. ~~the~~ ^{that} This not only suggests ~~that~~ ^{that} his brother is lucky - possibly even ~~being~~ ^{blessed} by ~~the~~ ^{that} God, a ~~powerful~~ ^{resonant} suggestion in the highly religious 1930s - but ~~may also~~ ^{may also}

		creates sympathy for Edward ^{who is unfairly} his radio
		audience. This emphasizes Edward's point that
		he has struggled to perform his sub duties
		without love and support and, therefore, justifying
		aims to justify his abdication.
		* = online culture magazine

Examiner commentary

The response opens with an insightful, evaluative identification of the audience and purpose of both texts, particularly impressive with the unseen text: 'Hitchens writes to a readership who have likely seen the fairly generous portrayal of Edward and Winston Churchill ... to persuade them that this depiction is inaccurate'. Several explorations of the significance of contextual factors follow: the correspondence between paragraphing and pauses in Text A; the socially conservative views of the 1930s British public; the journalistic appeal of Hitchens' reference to Ziegler's cover-up. Despite some confusion in the background knowledge deployed (in the mention that Edward was trying to dispel concerns about his stammer), the selectivity of these points and the precision of their expression are enough for achievement with respect to AO3 to be described as 'Perceptive understanding of the significance of contexts' (Level 6).

The response uses fewer terms than many other higher-level answers: complex and simple sentences, juxtaposition, high order lexis, antithesis, figurative lexis. However, there is a coherence in the candidate's application of frameworks: an account of the sentence structure of the opening of the two texts is fully developed, and has been selected for the comparison it yields. Similarly, the points about lexical juxtaposition are convincingly exemplified, and serve to shed light on both texts, as does the comparison of the figurative 'clear up' and 'bestowed'. As such, achievement with respect to AO4 is best described as 'Competent, developed exploration of connections across texts' (Level 4/5) and 'Secure application of relevant concepts; consistently fluent written expression; apt use of terminology' (Level 5/6).

The response is strongest with regard to AO2. Analysis of meanings shaped includes: Hitchens' emphasis on historical inaccuracy; the simple sentence emphasising Edward's loyalty to his brother; the internal conflict in Text A between duty and love; Churchill's 'despicable loyalty'; 'unstable adoration' and 'unjustifiable...support for Edward'; the metaphor 'clear up' suggesting that Edward was 'a stain on the royal family's reputation'; 'bestowed' suggesting a 'divine gift'. The interpretations are fully integrated with the analysis and concisely cogently expressed; they constitute 'Excellent critical analysis' (Level 6).

A best-fit approach places this response in the middle of Level 6.

Script B - Question 1

Read the **two** text extracts and answer the question.

Text A from the anthology is Edward VIII's speech announcing his abdication, following the constitutional crisis caused by his proposal to marry Wallis Simpson, an American divorcee.

Text B is an extract from an article by Christopher Hitchens, published on a news, politics, and culture website, criticising the portrayal of Edward VIII's abdication in the 2010 film *The King's Speech*.

- Carefully read the **two** texts and compare the ways in which the speaker in **Text A** and the writer in **Text B** use language to support and emphasise the points they make.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.

[32]

Level 4 response - 20 marks

1	<p>Text A is King Edward VIII's abdication speech and is therefore an example of spoken discourse presented to its audience on the entirety of the British Empire, through the wireless. Text B however is an article published more recently on the internet. It is therefore presented as a written mode.</p> <p>Contextually, in the 1930's when the King abdicated, the whole of the public had a more positive opinion of the Monarchy due to their importance in society as well as the day-to-day running of the British Empire. We can thus assume that the abdication speech was listened to by many people of varying social, economic and educational backgrounds. This can be is mirrored in the lexical choices of the Edward VIII and his speech writers as, although linguistically eloquent, it is easy to follow and understand; this means anyone, regardless of who they were, could be reached by the speech. On the other hand, text B contains a far more educated semantic field making it less accessible to those who are less educated. This is however reflective of the medium in which the text is presented and the audience it is directed at. Unlike radio news papers, articles on the internet. The website the article was published on to was one for 'news, politics and culture' meaning the audience is not only narrowed down to those who have an interest in current affairs but also those who choose to read about the criticism of the 2010 film 'The King's Speech' - this allows for more</p>
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the use of more field specific lexis such as 'fascism', 'appeasement' and 'sojourns' as the writer can assume they will be understood by this audience. *

As text A ~~it~~ is a speech, it is intended to be recieved whilst spoken ~~at~~ aloud. The use of ~~assonance~~ ^{sibilance} in phrases such as 'constitutional difference' and 'British race' emphasises those points of the speech, making them more memorable to the listener ~~perceiving~~ therefore

influencing the ~~apart from the~~ specific lexis remembered as well as the overall message of the speech taken away; giving them an opinion. ~~Also~~ Sibilance as well as assonance is seen less in written language as in text B as it is less identifiable. However, ~~as~~ text A's purpose is to inform the listener of events that have happend whilst text B's purpose is to inform the reader of the writer, Christopher Hitchens' opinions on 'The Kings Speech' allowing for the construction of ones own opinion. Meaning therefore that there is less need to place emphasis on ~~the~~ specific lexis or lexical phases to portait 'the' opinion rather than 'an' opinion.

Text A was written in the 1930's while Text B was written in the 2010's meaning the contextual factors of the time period are greatly different. We ~~know that~~ ^{know that} ~~the time period of~~ ^{the time period of} ~~was~~ that, in text A, there ~~is~~ ^{was} a greater love for the Monarchy - this is shown through aspects of the Royal family being 'loved by so many of you' and the phrase 'God save the king'. As, in the 21st century there is less of an attraction and allegiance to the Monarchy and less spirit behind 'God save the Queen'. This scepticism of the Monarchy allows ~~for~~ the negative opinions towards the King in text B to be considered rather than being considered treasonous. This too is made possible by social change over the past 80 years - some of which being made possible by the War and the opposition of the opinions of Fascists and Nazis mentioned in text B.

Both ~~a~~ of the texts have a formal register however text A is ~~percieved~~ ^{perceived} by a modern audience to ~~by~~ be more formal as the formality of our language - in particular our spoken language - has reduced as time has passed ^{and} society has changed ~~and~~.

		* The use of simple and compound sentences within short paragraphs
		in text A also enables the speech to be accessed by a larger audience
		as they are easier to comprehend than the complex sentences
		and long, convoluted paragraphs found in text B which once
		again limit the audience further to a more high-brow,
		educated, elite group of people as opposed to roughly
		one third of the world's population within the
		British Empire.

Examiner commentary

The response opens with relevant statements about the audience and context of Text A, and convincingly connects these to its lexical properties. The comparison to Text B, which is said to have less accessible lexis, is sound, and gains credit in relation to AO1, AO3 and AO4. The developed comparison of the texts' audiences, concluded in the final paragraph, which knowledgeably contrasts the 'high-brow, educated elite' with 'roughly one-third of the world's population' is a strong insight. Together with the broader comment on the relative 'scepticism' about the monarchy due to the 'social change' which occurred between the publication of the two texts, it means that the response is best described with respect to AO4 as 'Competent exploration of connections across texts' (Level 4) and 'Clear and at times perceptive understanding of the significance of contexts' (Level 5/6).

The development of spoken and written modes as a framework facilitates further connections between the texts, though the related point about sibilance in Text A is not entirely convincing. Although relatively few terms are used (e.g. field-specific lexis, formal register, simple, compound and complex sentences), their handling is sufficient for achievement in relation to AO1 to be described as 'Competent application of relevant concepts' (Level 4).

Although the exploration of linguistic features in relation to contextual factors may be described as analysis, the response as a whole contains very little exploration of meaning. In terms of the question, the candidate uses very few of their own words to explore the 'points' made by either Edward or Hitchens, or the effects of their language use. The phrase 'the negative opinions towards the King in Text B' is the closest to evidence of analysis of the ways meanings are shaped. As such, in relation to AO2, the response is best described as 'Very little analysis of the ways meanings are shaped' (Level 1).

A best-fit approach places this response securely in Level 4.

If a candidate produced this response in a mock exam, they might be encouraged to:

- explore in more detail and depth the ways meaning is created for AO2
- use their own interpretive vocabulary to explore meaning at some point in every paragraph, at the same time as making connections to contextual factors and between texts.

Script C - Question 1

Read the **two** text extracts and answer the question.

Text A from the anthology is Edward VIII's speech announcing his abdication, following the constitutional crisis caused by his proposal to marry Wallis Simpson, an American divorcee.

Text B is an extract from an article by Christopher Hitchens, published on a news, politics, and culture website, criticising the portrayal of Edward VIII's abdication in the 2010 film *The King's Speech*.

- Carefully read the **two** texts and compare the ways in which the speaker in **Text A** and the writer in **Text B** use language to support and emphasise the points they make.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.

[32]

Level 3 response - 16 marks

1	<p>Text A, Edward VIII's abdication has the genre of a speech and was^{was} provided for the audience of the United Kingdom at the time. It has had a purpose of informing the nation of his recent decision and was done in a spoken mode. Contrasting ly, the text B, an a had a genre of a reviewing article with the purpose of discussing the politics behind a 'The King's Speech' - a film made regarding Edward VIII's abdication. This was done in a written mode.</p> <p>Text A begins its first few sentences with the regular use and repetition of the personal pronoun 'I'. This could be done to set the tone of what the speech is going to involve, himself and his decisions. This seems clear as throughout the text there is a continuous use of the pronoun 'I'. Furthermore, nearer the end of the text, in the finishing sentences there is a large^{use} amount of the inclusive pronoun 'we' and the pronoun 'you'. This addresses the audience and may be done to reinforce his thanks towards the nation. This altogether shows that the general structure of the speech, in regards to language, is based around the inclusion of the public which rein.</p>
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Contrastingly, the structure of text B is more to do with the content. It begins fairly positively, with the opening declarative, "The King's Speech is an extremely well-made film." The use of the adjective 'extremely' reflects the large liking for the production of the film and allows the reader to believe that the writer, Christopher

Hitchens, enjoyed the movie. The ending of beginning of the ending paragraph was much more negative, "Edward VIII proved so stupid and so selfish and so vain." The use of the repeated adjective 'so' to describe how much Edward VIII was presented in the film as a negative character is linked as with the synaesthetic linking of 'and so selfish and so vain', helps Christopher Hitchens to highlight to the readers the negative aspects of the film.

Text A appears to be very formal and well controlled. This is clear through the use of many polysyllabic term lexical choices, 'allegiance', 'bestowed' and 'constitutional'. Using polysyllabic lexis shows the audience that this is a formal speech that serves great importance, it helps aid the nation in paying attention. Therefore, his lexical choices have helped him to Edward VIII to gain a more serious type of attention from his audience.

~~Text B also~~ Similarly, text B also uses ~~many~~ polysyllabic lexis. ~~By~~ This may be done to fit with the audience. The audience would be highly interested in politics and British culture in order to read texts such as 'coalition' and 'abandonment'. This suggests that Christopher Hitchens had used ~~polysyllabic~~ polysyllabic lexis in order to capture the attention of his more educated audience.

Text A appears to take on a serious approach, fitting the occasion - of which the speech is for. This is made clear

by the use of non-frequent lexis, 'allegiance', 'persuade' and 'fort conventionally'. These lexical choices reflect the seriousness as they are not regularly used words, and have connotations of a ~~much~~ more serious tone. ~~Furthermore~~ Furthermore, the seriousness of the speech is highlighted in the ~~hyperbolic use of the phrase~~, "the most serious ~~decision~~ imbedded clause", "the most serious decision of my life." Highlighting to the audience that it is a serious decision is useful as it clearly indicates that what is occurring is important.

~~Now~~ On the other hand, text B ~~seems~~ slightly less serious. Although its use of polysyllabic lexis is more formal, it uses high frequency lexis, "gross" and "concept". This lowers the seriousness of the text as it uses language the audience is common with. Also, the metaphor, "his romantic attachment to this gargoyle" is also lower the tone of the article as it is trying to make the text more humorous by referring to Edward VIII's love interest to a mythical monster. This may be done as a strategy to allow the audience to keep interest though.

~~A similar~~ Text A appears to want to connect with the audience. This is clear, firstly through the use of inclusive pronouns, 'you', but also through the use of ~~no declaratives~~ and the modal auxiliary phrase, 'you must'. Edward VIII has been in control of the country and after deciding he

is going to ~~abdicate~~ he makes one last demand, "you must believe me when I tell you." This encourages the audience to believe what Edward VIII is saying as it ~~has~~ is something they were used to. Therefore, stating an

is going to ~~abdicate~~ he makes one last demand, 'you must believe me when I tell you.' This encourages the audience to believe what Edward VIII is saying as it ~~has~~ is something they were used to. Therefore, stating an imperative order ~~causes the~~ may cause the audience to follow.

Both texts share the similarity of using ~~similar~~ the same types of sentences. Text A and ~~the~~ text B use declarative sentences throughout ~~their~~. Text A may do so as Edward VIII is a man of power and so is telling his country what is going to happen, 'I now quit altogether public affairs and lay down my burden.' This may have been used as a way of informing the nation. ~~Text~~ Text B may have done so to present Christopher Hitchens' idea of fact about the film in a way that can make the audience also believe it is fact, 'Churchill was -...- a consistent friend of concealed, spoiled, Hitler sympathising Edward VIII.' Hitchens presents his views ~~at~~ ~~as~~ ~~is~~ ~~by~~ by using declarative statements and ~~this~~ may have been done as a way of influencing his audience's opinions.

Overall, Text A aims to emphasise the point made by ~~this~~ being inclusive of the nation, 'we', as well as by using anaphora in order to keep a positive tone, 'God bless you all! God ~~to~~ Save the King!'. ~~Text~~ Text A emphasises points of opinion by making them appear as fact, as well

as by making the lexical choices relevant to the audience so they are able to follow what they are being told.

Examiner commentary

The opening paragraph contains broadly accurate identification of the genre, context and purpose of the two texts. Contextual factors are integrated into later analysis, though in expressions that suggest partial understanding of the nature of audience and purpose: 'Using polysyllabic lexis shows the audience that this is a formal speech that serves great importance, it helps aid the nation in paying attention'; 'Christopher Hitchens has used polysyllabic lexis in order to capture the attention of his more educated audience'. Some insight is shown in the suggestion that Hitchens 'presents his views as facts ... as a way of influencing his audience's opinions'. A more limited sense of the political context of Text A is demonstrated in the claim that 'Edward VIII is a man of power'. With respect to AO3, the response is best described as 'Some awareness of the significance of the context in which texts are produced and received' (Level 3).

A range of terminology is used, some accurately (e.g. spoken mode, personal pronoun, declarative, syndetic listing, polysyllabic lexis, modal auxiliary) and some less accurately (adjective, imperative [sic]). The range and handling of terms is sufficient for the response to be best described as 'Competent application of concepts; mainly appropriate use of terminology' (Level 4) with respect to AO1.

Various attempts are made to connect the texts. The least productive are the contrasts between mode in the introductory paragraph, and the assertion that personal pronouns are a structural feature in Text A whereas the structure of Text B 'is more to do with the content'. More effective comparisons are made in the assertions that both texts use polysyllabic lexis, both use declarative sentences, and the tone of Text B is less serious than that of Text A. In each case, an attempt is made to develop the comparative idea through analysis, though none leads to an entirely convincing interpretation. As such, achievement in relation to AO4 is best described as 'Some attempt to explore connections across texts' (Level 3).

Attempts are made to analyse the ways meanings are shaped, but comments tend to be simple: the use of personal pronouns in Text A 'could be done to set the tone of what the speech is going to involve, himself and his decisions'; 'the general structure of the speech ... is based around the inclusion of the public'. The meanings made from Text B are imprecise and less convincing: the suggestion that 'Hitchens enjoyed the movie' is valid on only the most local of levels; a quotation which criticises Edward himself is misappropriated as evidence of 'the negative aspects of the film'. Achievement with respect to AO2 is best described as 'Limited analysis of ways in which meanings are shaped' (Level 2).

A best-fit approach places the response at the top end of Level 3.

If a candidate produced this response in a mock exam, they might be encouraged to:

- use strategies to record and develop their interpretive vocabulary, starting with these two texts and perhaps moving on to other texts in the Anthology
- revise terminology relating to word class.

Script D - Question 1

Read the **two** text extracts and answer the question.

Text A from the anthology is Edward VIII's speech announcing his abdication, following the constitutional crisis caused by his proposal to marry Wallis Simpson, an American divorcee.

Text B is an extract from an article by Christopher Hitchens, published on a news, politics, and culture website, criticising the portrayal of Edward VIII's abdication in the 2010 film *The King's Speech*.

- 1 Carefully read the **two** texts and compare the ways in which the speaker in **Text A** and the writer in **Text B** use language to support and emphasise the points they make.

In your answer you should analyse the impact that the different contexts have on language use, including for example, mode, purpose and audience.

[32]

Level 3 response - 14 marks

1	<p>Text A is genre is a speech # as a result there is immediacy in his speech and for his audience. In comparison to text B the genre is a film review about 'the king's speech'. As a result it lacks the immediacy of an audience. However both texts have a reference to Royalty and kingship.</p> <p>Text A Mode is written spoken piece and however text A is written. Due to the difference in genre it lacks Text B lack the presence of text B.</p> <p>The purpose of Text A is to inform, and dismiss rumours also and confirm that Edward was renouncing his title as king. Text B is has a very different purpose its purpose is to be a critic of how people the movie the king's speech and get across his opinions. Also to educate and inform.</p> <p>The audience of Text A are so consists of cardinals, members of the crown. Whereas the audience of Text B consists of people who are interested in film reviews. Casual readers and followers of Christopher Hitchens. As well as people who just come across the website. The audience has a wider reach due to the fact</p>
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its own the internet.

* In Text A

* There is semantic field of the royalty, throne king, emperor, ministers crown prince. The register use of proper nouns and the formal register show that it's a serious topics so he has taken a serious approach to address the issue. He use metaphors 'I lay down my

burden', further is summing up the fact he's giving his power to his brother. He uses a triad structure to present his argument 'her majesty my mother and my family'. This puts emphasis on how many people have helped him through the period in his life. He uses an Synonym 'crown' this Edward also uses direct address 'you' this makes the speech personal and further helps reach the heart strings of his vassalship, in trying to make him understand. The mode of the spoken is however there are no fillers which amplifies the fact that this is a planned speech.

Edward VII: Starts his speech with the personal pronoun 'I' and explains his origins. Then contrasts with 'we' an inclusive pronoun which emphasizes that he and the country should stand behind the 'new king'. The continuous use of 'I' comes coupled with the semantics 'I have made this'... has no further illustrates how hard it is for Edward to do this to his country and his shows his internal struggle.

Edward The former king he tries to omit his vulgar name and to replace it with the name 'I love'. This is his attempt to shoulder the burden of the blame. Also using 'the other person'. In text A Edward also uses 'may' 'shall' which emphasizes the role of possibility that he might come back if called. These uses of modal auxiliary verbs make it and in doing this.

He use furthermore In text A he uses intertext to 'most' to show how hard the decision he's making is.

Edward then ~~the~~ Moreover in Text A there is Edward tries to ~~be~~ appeal to his audience, "a happy home with wife and children". This seemed to be what everyone wants and he went too far saying that his he is human. The use of alliteration helps put his point forward within persuasive use of language. "Happy home".

Similarly in Text A Text B there are no pauses or fillers like in Text A however this is expected of a written piece. Text B presents Edward the VII in a dark light by stating he is a "bitter Sympathizer" however in Text A then Edward VII doesn't present those qualities. Suggesting this is a defence as it shows different portrayals of the same person. ~~Here~~ This is compounded by ~~of~~ Anaphora and repetition "So stupid and so selfish and so vain". This for structure presents a listing - a effect which amplifies how ~~so~~ horrible Edward was. The view points are different in Text B as the writer doesn't refer to himself at all but however Edward refers to himself many times "I". In Text B there is a lot of rhetorical devices which is not in Text A as Text A tries to get across ~~over~~ a point very clearly whereas Text B can risk misinterpretation and his not all his audience have to understand him. Text B also uses a metaphor "he thrown away his political capital". Further showing Edward callousness or "mean" implies. Text B uses alliteration "pro Nazi, playboy" the effect of is that it gives the text humor and a light hearted tone but also ~~try~~ persuades the audience

how horrible Edward VII was adding to the rhetoric he spews throughout. This is a curious name in Text B which isn't a name in Text A. Text B also omits - the title of King Edwards name, however he replaces it with "gargoyle" which is an

only highly creature. This is contrast with Edward's portrayal of "the one I love". Both text A and text B use a discursive writing form however text B is more history focused whereas text A is more focused on the present and the future. Text B uses the word "beating" to which dehumanises Churchill and further illustrates how without he was saying much sense. Text A instead attempts to humanise Edward as he too too wants a "family". Text B utilises the word puppet which symbolizes Hitler's control over his subjects and Edward. The use of inverted commas "logically" gives a sarcastic tone and this sarcastic tone isn't present in text A. Text

Text B also uses adverbs "extremely" to intensify how much he enjoyed the film. The structure of is aimed at making the point that the film was good. Then aims to attack Edward VII decision whereas Text A talks about himself then explains the decision. There is no direct address to the viewers in Text B like there is in text A as he isn't trying to create sympathy but create the opposite.

Examiner commentary

The opening passages focus explicitly on the context of both texts, showing an awareness of the historical and political context of Text A, and some insight into the key aspects of audience and genre for Text B ('people who are interested in film reviews, casual readers and followers of Christopher Hitchens'). However, there is little evidence of these contextual factors informing the analysis that follows. Aside from the claim that Edward is trying to 'reach the heartstrings' of his listeners in Text A, the points made feel largely decontextualised, with little sense of impact of context on language use. With respect to AO3, the response is best described as 'Limited awareness of the significance of contexts in which texts are produced and received' (Level 2).

The response begins with an apparently comparative approach, contrasting genre, mode, purpose and audience. However, these are the broadest of connections (one is a speech, one a film review; one is spoken, the other written) which shed little light on either text. Some of the later comparisons are similarly superficial, for example the observations that 'Similarly in Text B there are no pauses or fillers like in Text A however this is expected of a written piece', and 'Text B is more history focused whereas Text A is more focused on the present than the future'. Others comment on the presence of a feature in one text and its absence in the other: 'In Text B the writer doesn't refer to himself at all however Edward refers to himself many times "I"'. The most promising connection is 'different portrayals of the same character[?]', however no attempt is made to develop this. The attempted comparison around the references to Mrs Simpson is undermined by inaccuracies: Text B does refer to her by name at one point; and the quoted 'gargoyle' is a reference to Edward rather than his wife. The overall impression is of an ad hoc approach to making passing comparisons, rather than an exploration of the connections between the texts. As such, achievement in respect of AO4 is best described as 'Some attempt to make connections across texts' (Level 2/3).

The response contains a range of terminology: mode, semantic field, proper nouns, metaphor, direct address, inclusive pronoun, modal auxiliary verb, anaphora, etc. Almost all terms are used with quotations in ways that evidence their accuracy. The brevity of the quotations used and the lack of depth in the meanings made make the candidate's approach feel, at times, close to feature-spotting: the points seem to be conceived one at a time, each reliant on labelling a word with a term and a valid but local comment on the effect of the feature. Comments tend to be generalised; for example, 'the use of proper nouns and the formal register show that it's a serious topic so he has taken a serious approach to address the issue'. Where meanings are explored, they are largely undeveloped, for example: 'this tri structure presents a listing effect which amplifies how terrible Edward was'. With respect to AO1, the response is best described as 'Competent application of relevant concepts; generally clear written expression' (Level 4). With respect to AO2, there is 'Limited analysis of the ways meanings are shaped' (Level 2).

A best-fit approach places the response in the middle of Level 3.

If a candidate produced this response in a mock exam, they might be encouraged to:

- experiment with use some longer quotations, selected so as to facilitate exploration of features in context
- integrate their ideas about context into their analysis
- identify connections between the texts which genuinely shed light on the meanings in the text, and can be developed through a sequence of points.
- spend time planning before beginning to write; use planning time to select their strongest points and group them together to develop an interpretation



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