

**AS LEVEL**

Examiners' report

# **ENGLISH LANGUAGE AND LITERATURE (EMC)**

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**H074**

For first teaching in 2015

**H074/01 Summer 2024 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 1 series overview

The format of this paper is well established and the sense of analysing and producing texts complements each other neatly. However, candidates need to be careful with their time as Section A carries 30/50 marks and the Section B alternatives a lesser proportion (20/50). It was observed this session that a number of candidates produced a short response for Section B or if they did manage a good length that their writing could have been more crafted and more consciously in pursuit of pleasing effects.

Although it is a small cohort, performance was felt to be similar to previous years, and the paper as a whole challenges candidates to be focused and informed in their approach.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>gave sufficient time to each task</li> <li>had a sense of completion to tasks</li> <li>in Section A addressed all assessment objectives and were aware of the need for strong connections</li> <li>in Section A treated both texts equally</li> <li>had an organic style allowing for detail and overview</li> <li>in Section B showed a firm sense of genre</li> <li>in Section B kept in mind the need to show originality or at least creativity in terms of the writing produced</li> <li>showed a sense of hybridity in analysing and producing texts.</li> </ul>	<ul style="list-style-type: none"> <li>often had a shorter response (usually Section B)</li> <li>often had not finished their tasks</li> <li>were uneven in terms of their Assessment Objective coverage; for instance, not really addressing comparison</li> <li>In Section A usually were unbalanced towards the Biden-Frost interview</li> <li>got bogged down in specifics but needed more shape to their answer</li> <li>In Section B were only loosely addressing the task's generic considerations</li> <li>In Section B were more interested in context (AO3) than expertise in writing (AO5)</li> <li>were quite fixed in terms of classifying texts and/or wrote without great purpose or flexibility.</li> </ul>

## Section A overview

In Section A the two texts are pre-prepared but the task and specific texts for consideration only discerned on the day of the exam. Some candidates had issues organising their material anew and resorted to repeating knowledge rather than marshalling it towards the question and bearing in mind Assessment Objective weightings.

### Question 1

**Text A** is an extract from a David Frost radio interview with then Senator Joe Biden in 1987, shortly before he pulled out of his first run for presidency.

**Text B** is an extract from a speech by Chief Joseph, a Nez Perce Native American who led his people to resist the takeover of his lands by white settlers, before finally surrendering in 1877. In 1879 he made this speech to President Rutherford B. Hayes to plead his people's case.

- 1 Compare the ways in which the speakers use language to express opinions.

In your answer you should consider:

- context
- mode and genre
- purpose and audience.

[30]

This question is compulsory and carries more marks than the Section B options. It has a generic task format which will change only slightly, dependent on which texts from the Anthology are tested in the examination. However, the style of the question will essentially be the same from session to session, so the preparation will involve the linking of texts productively given AO4 is the dominant Assessment Objective. Centres could develop a bank of tasks and, once the texts have been explored individually, these tasks could be attempted with different combinations of texts in readiness for the exam.

Here the two texts are both spoken and aimed at a listening audience, although there is the opportunity to strengthen answers by discussing primary and secondary audiences. For instance, the speech by Chief Joseph had a primary audience (President Rutherford B Hayes) but it was also for Native Americans; similarly, Joe Biden spoke to David Frost but there was a radio audience also attending to his words. The awareness of these levels was a useful discriminator for answers to this task and, for the well prepared, an opportunity to shine – Chief Joseph had a translator so this facilitator would constitute another audience being addressed.

Indeed, generally broad thematic or audience discussion points for one text should be applicable to the other prescribed text to ensure a cohesive response that satisfies the AO4 lead on the task. Some of these thematic links would be community, renunciation, identity, contemporary American concerns and so on. Often these are ways of addressing contextual matters as well providing opportunities to bring texts together in discussion. While there is no set way that a task like this should be handled, it is also important to realise that hanging an answer around the three bullet points could make for a rather pedestrian or self-limiting approach.

The features should work together so that in talking about genre (speeches concerned with national concerns) candidates also bring in context; the best candidates making fluent links between texts and avoiding segmenting material under the given three bullet points as though they are sub headings. In this way AO3 and AO4 can be seen to work in tandem and it is precisely this integrated organic approach that is the hallmark of strong candidates.

AO2 is also an important Assessment Objective. Candidates have studied the texts, so they possess knowledge of how meaning has been created from their teaching and learning sessions. The real test is not just repeating what has been learnt and revised but organising apperceptions to make for fresh connections between the material (AO4) and achieving the right balance between concepts and terminology (AO1). Too often candidates write with one focus in mind when they need the deftness of approach where different Assessment Objectives participate in the discussion at pretty much the same time.

This nimbleness applies to purpose as well. Biden is in an interview which has a number of aspects (information but also entertainment) and he is also interested in persuading the American public of his credentials. Candidates like to simplify matters. This can lead to clarity, but often works against developed discussion. Writing and speech are rarely one thing only: it is useful to give texts a broadscale classification, but then to move beyond this to an awareness of, and ability to discuss, hybridity.

Analysing hybridity in the writing is certainly a profitable way into subtle and sophisticated close reading, but that same multivalency is relevant to unpicking the situation in which a text is produced. Chief Joseph's speech is delivered but was pre-planned; Joe Biden's answers are a response to Frost's questions, but these programmes are rarely cold encounters – there will have been sharing of prompts and Biden would have an agenda, the articulation of which would be well rehearsed. Deftness in seeing and exploring these nuances is crucial to high level success, but lower down the mark scale to avoiding the crunch of over-simplification: candidates seeing the Chief Joseph text as written, for instance, because it is encountered as a text in an anthology. The speech was written up certainly, but it was delivered in a high-stakes arena with the speaker aware of the emotional and intellectual impact of his words.

**All texts in the Anthology should be equally prepared and the prescribed ones addressed equally in the examination**

Candidates often wrote more readily and at greater length on the Frost-Biden interview text, thereby creating an uneven approach to their answers.

## Section B overview

This section comparatively is worth fewer marks and so tends to be attempted second out of the two tasks which seems sensible, but this may also lead to it being attempted with dwindling time and a looseness of attack on the specifics of the task. Candidates understood what needed to be done in the main but did not hit all the bases in terms of focusing on key words that would have helped them more with genre or focusing the writing. It was also the case that more crafting would have reaped higher rewards. Admittedly this is difficult with time pressure, but the AO5 dominance needed more consideration; candidates often relied on material that met the AO3 context strand of the Assessment Objectives because it was easier for them to include in terms of continuous writing. However, stress in the teaching on the sense of writing creatively and engagingly using a variety of constructions, avoiding cliché and employing some stand-out vocabulary or devices would pay dividends; similarly, asking candidates to do less automatic writing and to pause after each paragraph to gauge whether they are making the most of the opportunities to demonstrate their skills would seem a profitable way to offset the sense of writing at speed because the clock is ticking which many answers generated.

## Option overview

There was some take-up for Questions two and three, but the vast majority selected Question four. It was accessible, but it was not necessarily well done. Guidance to candidates on assessing the relative challenge of the tasks here would be of assistance. The first two of the three options probably contained more steer words/phrases and, if candidates have been well prepared for the non-fiction writing, these should be viewed as enabling rather than hurdles; the corollary of this is that a task that lends itself to less planning is more likely to give more of a shapeless impression and ramble somewhat rather than show control and direction.

### AO5 rather than AO3 is the dominant Assessment Objective

There needs to be a strong sense of expertise – crafting and deliberately and consciously trying to create effects by writing choices rather than just broadly addressing the topic of the particular option.

## Question 2

- 2 Write an introductory script for the first episode of a podcast series entitled 'Treat all people alike.'

It is a series that will share stories of people or events that have helped to bring about equality.

[20]

If candidates are highlighting or underlining key words and ideas before committing to their writing, then this task has a number of words and phrases to channel thinking and provide structure: *introductory, script, first episode, podcast, treating people alike, series, stories of people or events, equality*.

The aspect of an introduction to the scope of the series as a whole and previewing that particular day's episode were not especially strong as features of the writing. The introduction directive often was interpreted as welcoming the audience so there were several responses which began along the lines of 'Hi, I'm Bob and this is Mabel' and then Mabel would say hello too. Obviously, this has some merit, but it would help if we knew who Bob/Mabel/whoever are and, as they moved on, to tell us that they were dealing with equality and equitable treatment and why those areas as the foci of the podcast were so important. Too often this requisite was taken for granted.

Podcast is a relatively new genre and perhaps somewhat embryonic so different notions of what this might entail were allowed, but the better candidates had a sense of hitting that brief rather than just writing some monologue/dialogue in script form. There was also the sense that the question lent itself somewhat to scripting, which was not something that penalised the candidates. Obviously, the podcast needs some welcoming pleasantries at the top of the show or when transitioning to a guest, but how much these would be scripted or allowed to provide a more naturalistic conversational element rather depends on the nature of the podcast attempted. It is the same territory as the Biden-Frost text for Section A: would everything be tied down fast, or would there be a sense of a semi-structured podcast? None of the answers to this task seized on the opportunity to show some more spontaneous speech and some that was clearly rehearsed.

Treating people alike and equality were observable features in the work submitted, although they could get lost under too much exposition of situation. The targeting of what is essential in a short, pressured amount of time is again something on which teachers can give advice,

The directive for stories of people or events was another feature that was present but rather loosely in many cases. One might have been expecting insight into the likes of Martin Luther King, Nelson Mandela and Emmeline Pankhurst, but they did not show up. Often there was a focus on one person, whose relevance to the topic was not spelt out. Time constraints perhaps played their part, but candidates missed the opportunity to preview later content – either in that podcast or future ones. Similarly, the notion of 'stories' was not gripped. There were, however, some candidates who perhaps wrote for half an hour and what they provided was the entirety of the podcast which showed they had little sense of how many minutes a page of script might equate to and that for some the minute or two that they scripted was the whole programme as the presenter(s) said goodbye at the end.



### Question 3

- 3 Write an article for an online travel magazine entitled, 'Community Spirit'. The article should be about a personal travel experience where you saw examples of people working together as a community. This could be in the UK or abroad. [20]

This task was better handled in terms of focus, but more could have been done with the article genre by some and 'online' by the vast majority. The sense that this needed to meet an interest in 'travel' in some dimension as well as 'community' would have been a worthwhile emphasis too. Of course, what we are seeing here is the challenge of an exam: getting to the main point (community) within the context of interesting readers looking for insights into travelling is a balancing act and one that becomes harder if the steer 'working together' also receives some targeting. The notion of the 'personal travel experience' also needed some consideration -- how do we gain the interest of many if this is a recount by one person?

Again there is much profitable teaching and learning time that can be spent on teasing out the implications of the words given in tasks. Too many candidates seem to charge at Section B and there is a strong impression of 'what we get is what we get' rather than what is written has been carefully considered. It is also the case that AO3 often dominates over AO5 for many candidates when it should be the reverse in terms of targeted writing and the Assessment Objective weighting. Candidates that showed a decent sense of genre scored well.

## Question 4

### 4 Write a letter to your future self.

Your purpose is to explain your dreams, hopes and aspirations for the future.

[20]

There were all manner of responses to this task. Some showed a sense of a plan of attack so, for instance, having young adult aspects such as emoticons and some text speak. If these were consistent, then they were credited as engaging or creative. However, the use of "" rather than 'I' often seemed inelegant rather than an artful effect. Some responses seemed very brief, showing the decline of letter-writing, almost a sense of a note rather than a letter. It was difficult to see how these allowed for the exploration of dreams, hopes and aspirations.

It was also the case that dreams, hopes and aspirations were often less of a focus than the current situation (doing exams, the strain of being on a path to university, family problems, girl/boyfriends, music interests). It can be difficult explaining Assessment Objectives to candidates, but context on this task received more attention than expertise. There was an impression conveyed by a good number of scripts of offloading stress or complaining about the later teenage years rather than addressing dreams, hopes and aspirations for the future. These could be interesting but a touch misdirected.

Too many responses got caught in writing about time paradoxes too: 'Hello me. Are you me? Or are you something different in the future?' and so on. These were interesting for a while, but too often these sections went on for too long and changed the focus of the task. Sometimes it was hard to ascertain whether an effect was being pursued too: many letters began 'Dear me' which, of course, could be seen as a standard beginning, but it could also be double-edged if it played on 'Dear me' meaning 'Hello me' and possibly 'Unfortunate me' as well. It is important that candidates signal what they want to achieve more sharply, because too often there is a sense of just covering the ground, writing in the area, providing something of a decent length given time is elapsing. The accessibility of this task may have led to this, but it is the case for all the options: candidates need to show technical and creative writing skills more than providing personal insights. They also should pursue easy genre markers such as (for this task) an address, date, some form of 'Dear x' beginning, at least five paragraphs, a sign off with name.

## Exemplar 1

1	<p>In these two extracts, both speakers use ethos. They both have respectable positions, therefore having more credibility to the public and to the reader. However, both parties use this influence differently. In Biden's interview, he speaks about a 'Re-established sense of community' - he pushes this idea in the way he talks about America as a whole. His use of the pronouns 'we' and 'our' shows that despite him arguably being above and 'superior' to the general public, he views America as an equal community.</p> <p>In comparison, Chief Joseph's speech does not show the same qualities. Instead, there is an <del>aggressive</del> <del>aggressive</del> <del>po</del> aggressive possessiveness in his lexical choice. His speech seems very personal as opposed to being a voice for the voiceless. He uses the pronoun 'I' repetitively, notably in the phrase 'I shall have justice'. I quote this phrase specifically because <del>it shows that</del> although he may speak for people, there is slight dictatorship in the way he talks. <del>¶</del> The chief talks about the people as his people, rather than seeing level with everyone else.</p> <p>in Biden's interview, he advertises the American dream. He describes the new-found American <del>way</del> path in a whimsical way that entices the reader. Biden's target audience is the general public; this interview was broadcasted for anyone to listen to. Because his audience is so vast and impressionable, he caters to everyone with relatable and inclusive metaphors. For example, the 'woman in Albuquerque, New Mexico'. This metaphor is significant because it shows connecting throughout the country, and instills a sense of pride in the audience which is important to achieve the dream he talks about. In this way Biden hooks the audience as they're able to relate themselves in the seemingly all-inclusive system America needs, which</p>
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1	<p>is the purpose of <del>the</del> speech. his answer. Chief Joseph does not use many metaphors to convey his message, but uses strong emotive language to draw out emotions. We see a lot <del>of</del> of pathos in his speech, <del>and this is to</del> and this is to tailor for his audience. Unlike Biden, he is catering to an audience with credibility and influence, a lot more influence than himself. An emotional speech is more effective as he is talking from a place with less power than <del>a</del> President Rutherford. Chief Joseph addresses his disagreements directly and <del>emotion</del> strikes the reader <del>with</del> with his short, punchy list - 'Words do not pay for my dead people... They do not protect my father's grave... Good words do not give me back my children.' There is a strong use of pathos here as he directly circles the problems he has with the <del>Government</del> Government back to him. Towards the end of the speech, it turns into a plea rather than a chief speaking for his people. <del>Then</del> Chief Joseph also uses the analogy of a horse, which draws sympathy from the reader because it pushes the question - why are the Indians not also seen as men? Are they so lowly that they're compared to animals?</p> <p>Both extracts are clearly tailored to different audiences, <del>and</del> and do good at evoking different emotions from their readers. They are similar in the way that they have a big sense of community, however they are both striving for different things. Biden's is looking for better than what is already <del>they</del> there, and Chief Joseph's is looking for a chance at what Biden's community has.</p>
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4		Dear Future Me,
		As of now, I am taking a Law course in college, which was your second choice. I hope you are doing something related to the engineering course that I <del>wish</del> wish present you were doing.
		Hopefully, you've found the confidence to take up aerospace <del>eg</del> engineering that you have told everyone you're going to do but never gave yourself the right opportunity to do it. For your future, I want you to have graduated in a good course and found a job where you feel comfortable to be creative, and not snuff out a flame out of embarrassment. I no longer want you to say 'I'll figure it out', I want you to be reliant on what you've researched and relentlessly studied, rather than relying on what you don't know. You should be working at Heathrow and making more than enough money to pay for the piloting course that has always been a 'what if?' to you. Don't think about what could be. <del>Want you</del>
		I want you to own assets, a car and a house. I hope you have a car that you <del>built</del> built to be unique. preferably the JDM cars you currently wish you had enough money for.

In Exemplar 1, this script shows achievement at the lower end of the assessment scale; it has qualities that need recognising as well as some areas where it could have been stronger.

The Question 1 response has a clear style and shows some competence; but it is short for AS Level. It is appropriate certainly for AO1, AO2 and AO4 in terms of what it manages to do.

The Section B response (Question 4) is also brief – it is also unfinished and could be more distinct in terms of meeting genre requirements. However, it is accurate with some attempt to create effects, but not all the obvious generic features.

## Exemplar 2

		Biden	Genre
			Register
			Audience
			Mode
			Purpose
			Subject

1.	<p>In both texts different leaders attempt to gain authority by expressing their opinions on each subject with their respective roles. In <del>text</del> Text A, the radio interview uses a formal register to address the public about Joe Biden's presidency campaign. To gain another position of authority above the one he already had. In Text B, the speech uses a formal register alongside a mixture of old Native American language and the English language for Chief Joseph to reestablish authority and introduce equality between the Native Americans and white settlers after the resistance in the takeover of the Native American's land.</p> <p>In text A Biden frequently uses ellipsis in his interview. Although it is spoken discourse, it is most likely that Biden used written notes and had prepared this interview, since many of his points are repeated throughout. Near the beginning of the interview Biden says that the American families need "<del>re-establish</del>" "re-established sense of community". He uses the ellipsis of "A" to get straight to his point in his</p>
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		<p>speech. This shows the listeners a confident and straight to the point leader in an attempt to appeal as a strong candidate. Alongside this, Biden uses the continuous tense to put down the current president: "this President ... has spent too much time appealing". By using the continuous tense, it highlights the ineffectiveness of "this President's" regime and that perhaps if re-elected, it would continue to occur. This therefore persuades listeners to think about whether they want a continuation of an ineffective president.</p> <p>Both Biden and Chief Joseph appear to want what is best for both <del>appeal to his audience for the</del> America at different time points. Biden by formally running for president and broadcasting his views to the nation but Joseph by speaking to government officials to his freely among white settlers. Chief Joseph, again uses spoken discourse but most likely planned some of it due to the importance of the event. Joseph uses anaphora to highlight the devastation the invasion of his land has affected him and his people. "words do not" followed by "they do not". The use of negative post modifying adverbs highlight how no good has come of these invasions. In his final anaphoric sentence he directly addresses "General Miles". This direct address in front of government officials shows who is to directly blame for Joseph's devastation and who he wants to make amends. Biden directly addressed "this president" too again highlighting to his audience who is potentially the "wrong" candidate.</p>
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Chief Joseph uses rhetorical devices alongside ~~subject~~ Lexis of the time of which both his party and the government would understand. "If you tie a horse to a stake, do you expect him to get fat?" This puts into perspective for the government officials how being confined and controlled negatively impacts Joseph's people. Chief Joseph also uses the present tense for emphasis on the current treatment of his people. "I see men of my own race treated as outlaws and ... shot down like animals". Alongside the present tense, he uses the simile comparing his people to animals. This emphasises how his people are currently and continually being treated below the white settlers as if they were separate species. But by using the phrase "men of my own race", it highlights to the government that they are treating real people like animals due to their race which men again, highlights the difference in treatment of races and calls for attention to equality due to Joseph establishing his authority. As well as this, Joseph calls the government officials by their job title but replaces their ~~title~~ position with "Chief" for example "the commissioner chief". This puts the government officials who he is trying to appeal to on the same level as him which in turn makes them view Joseph as one of them, again establishing his authority among the white settlers' officials. Biden, however, uses direct quotes to personally attack his opposition in order to gain his listeners' trust. "Why



		<p>             should a woman in a Lawrenceville, New Mexico, pay to subsidise mass transportation in Philadelphia, Pennsylvania". This quote was meant to be a rhetorical question in attempt to gain support from the public from his opposition's previous runnings, but Biden explains why this rhetorical question is simply absurd to point out his stupidity of his opposition, again directly attacking him too, to gain more followers than before. Biden uses little hesitations and unintentional repetition when speaking, which <del>may</del> perhaps proves that this interview was pre prepared, but also shows he is a confident and prepared man, again showing that he is a superior candidate, by having previously thought out his running points rather than just saying the first thing that comes to mind. It also suits the formality of his interview as well, because it would appear unprofessional to stutter a lot within speech when trying to get the point across. Chief Joseph similarly doesn't use unintentional repetition or hesitations, again pointing to a pre planned speech, but also it shows he was a confident leader and didn't want to appear unprofessional in front of the government officials.           </p> <p>             To conclude, through use of specific language and devices, both text A and text B successfully put forward their opinions on their subjects and to establish their authority within their respective roles.           </p>
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3.		<h1>COMMUNITY SPIRIT</h1> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px; width: 25%;"> <p>Picture of AID work in Ukraine.</p> </div> <div> <p>my name is [REDACTED] and I am a travel journalist. <del>Before</del> This week on community spirit, I have been <sup>recording</sup> <del>researching</del> all of the amazing things I have seen on my travels. I have been travelling the world for the past 6 months and alongside <sup>incredible</sup> <del>amazing</del> natural wonders, I have enjoyed viewing and volunteering alongside</p> </div> </div>
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		<p>different communities. <del>Before</del></p> <p>Before I left the UK, I stayed in a rural part of Essex, near the river crouch. Unfortunately, at the time I had stayed, a huge flood burst the river bank, flooding farmer's crops, the vineyard vines and barns containing <del>heavy</del> industrial farming machinery. But the community surrounding these areas were fantastic and jumped at the chance to help the farmers and the local vineyards in clearing out the water and salvaging as much as possible. We managed to save 9 out of the 11 tractors that got caught in the floods as well as several fields of crops that we drained water out of. As you can see in the picture below, it was a devastating time for most of the farmers, but the community came in hard to help.</p>
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picture of crying  
farmers next to their  
fields of crops.

Shortly after this, I embarked on my travels to other  
counries. While in Peru, I came across a collapsed  
bridge crossing the two mountains. I informed one  
of the locals and they didn't hesitate to start the  
repairs straight away. I was involved too, securing

the new rope bridge to the new wooden posts on our  
end. The village on the other ~~side~~ of the mountain also  
got new wooden posts on their side to secure the other  
end. Then people from both sides brought gifts to  
each other to celebrate the building of new bridges.  
I believe I built some bridges that day with the  
locals. That was a week of my life I will never forget.

Picture of me securing  
the new rope bridge with  
the village opposite doing  
the same.

Recently, I went to Ukraine to help war devastated areas and anyone affected by it. While there I met a little girl called Rosa who stuck to my side most whole week. She lost her mother due to the bomb that collapsed her building but stayed in good spirits due to her neighbours who had taken her in at this hard time. While there, ~~Rosa~~ I volunteered to regain possessions from the rubble, where we found me that Rosa had been given from her mother a few years prior. Everytime we found a keepsake for someone, we celebrated. The next town over had been ~~was~~ narrowly avoided by invaders as they went off in different directions but they all agreed to take in those left without a home like Rosa and her neighbours. Rosa is now being educated

by my family she lives with and she helps them to cook and clean the house in return for their hospitality.

Picture of me and  
Rosa after finding  
her toy.

~~Steve~~ just made it to Thailand to start my hiking  
 and journey ~~Steve~~. I met a man called Steve on the route  
 but he had a bad fall and unfortunately broke his leg.  
 Although he was lucky (because it could have been way  
 worse), he was in agony and unable to move his leg. A  
 couple of passers-by came over to us and carried  
 Steve to a local's house at the bottom of the trail. This local  
 man took Steve all the way to the nearest village, who  
 then called a doctor to Steve's location. Luckily he got  
 the help he needed but if no one had helped, I probably  
 would be in a bad way like Steve too. I stayed with  
 Steve through all of this and the community took me in as  
 well. They fed me, gave me shelter and clothed me.  
 They made me feel like one of them and loved as a  
 member of the community. Both Steve and I were  
 taken back to the airport by a couple of the locals which  
 is where I am writing from now. Next on my journey is  
 Cambodia and I hope the locals are as nice here as

I have encountered on my journey so far.

Picture of  
 me and Steve at  
 dinner

		I will leave you with this message. Humanity is
		amazing. Yes, there is devastation around us, but we all
		pull through with our communities supporting us along
		the way. I would have enjoyed travelling alone but the
		communities made it for me. Have fun on your travels
		if you are reaching this man but if you are at home
		thank you for coming on this journey.

Exemplar 2 is a well-balanced script showing an evenness of achievement at a promising level and must be rewarded for its security.

The Section A shows clear and developed discussion with good address to Assessment Objectives. Context (AO3) could be more interwoven, but there is much achievement in AO1, AO2 and AO4.

The Section B answer (Question 3) demonstrates control and creativity throughout the piece, but does not achieve excellence. It shows genre awareness which is worthy of credit under exam conditions. The candidate did well after a false start on a different task and clearly has the skills for a directed piece.



## Exemplar 3

~~In text A~~ Text A is a radio interview between Frost & Biden. It's primary audience are the people of America, specifically white middle class whilst Text B is a speech intended for the people of America (white settlers) but also the Negroes as their suffering is reiterated in the speech. The interview with Biden was held because Biden was a candidate running for president, he voices his political opinion to inform and persuade the people to change their outlook of America. Text B is written in an attempt for justice to be served. Chief Joseph repeats his people's tragedy, hoping to be heard. Both texts are actually spoken, in very different ways whilst Biden's interview seems unplanned, Frost must have pre-planned questions as he navigated and ~~prompted~~ <sup>prompts</sup> Biden. Chief Joseph's speech on the other hand seems to be pre-planned there are no filler words as he speaks with urgency.

In text A it maintains a formal register all throughout there is no colloquial language or idioms, he uses facts about controversial topics and gives his two cents in a well-mannered way. Biden does not defer with the way he answers questions although he may passively disagree with what the president is doing. He actively

Voices what he thinks is right and what changes should be made. This is unlike many interviews as many are quite conversational and may have some humour in them but Biden & Frost play their roles as interviewer and interviewee where only formalities are spoken. There's high lexis all throughout difficult context in long talk topics to have a discussion about their more debatable hence why Biden is so formal he's a politician who has been socialised to be like this. In text B there's a register is not formal or informal it's emotional and critical however no slang is used it maintains proper and literate all throughout. In addition even though he mentions something so significant there is a continuous of lexical simplification where Joseph's language is easy to understand and follow making people sympathise even more. It's spoken & written in a cyclical circle where he ends it on the same point he started on by showing how passionate he is. Similar to text.

In both texts they actively criticise government for multiple reasons not only that but they talk about positive reinforcement that can be made maybe Biden & Joseph intentionally do this to gain



ing recognition and health even more followers. Both Biden & Joseph remain dissatisfied about the incompetence of people in power highlighting how they actively seek change.

In text A there's a lexical set of unity presented by Biden himself when he says 'community', 'we', 'this country of ours'. This implies that Biden is a man for all not just his own, he uses his authority and name to make change in a way that shows positive facts, he does not falter in his judgement. Similarly to this in text B Joseph uses pronouns to highlight unity and exclusivity of his people. The use of 'my' shows how personal this speech is. In text B there is a lexical set of negativity and injustice 'death', 'grief', 'tired', 'broken promises', 'misunderstandings', this pejorative language shows how the Nez Percés have been humiliated and exploited time and time again focusing on a key theme of inequality as they're slaughtered and chased off of their land. It makes readers like Joseph because he never fails to mention the hardship of his people showing he's a true leader.

		The common statistic verbs used in text
		A like 'idealism' 'optimism' 'and realism' <del>this</del>
		This makes Bidens points stronger and persuaded
		the people, it shows Bidens true intentions as
		he <del>seems</del> disagreed many times about <del>the nation</del>
		the 'division of this nation'. Instead he wants to
		re-establish the idea of America and sell
		the dream. This leaves his audience believing
		even more how American dream has proven
		to serve even more inequality and division.
		In text B Chief Joseph mentions 'his heart is
		heavy', this metaphor evokes pathos from audience
		as he uses statistic in remembering the
		'three' deaths of his people in such small
		time. It makes reader sympathise as chief
		continues fighting for the rights and equality
		of his people. His true leadership is highlighted
		shows his personal connection to his people
		as he feels the anguish in his heart. <del>and</del>
		<del>also</del> The simile 'shot down like animals' highlights
		how dehumanised the Indians have become. They
		been marginalised and treated like nothing.
		The synecdoche listing of all 'the next
		chief: the commissioner chief' implies how Chief
		Joseph is horrified by the realisation of his
		situation.

In conclusion the phonology in both texts appear to be direct as both Biden & Trump have a clear motive they speak with drive. however Trump's & Biden's to be more of a plea. The texts or have many differences but both are spoken in similar length.

### Section B

- Letter

~~2023~~ 24

Dear future self,

2023, December 13

Dear future self,


As I begin to write, I realize that my aspirations are not to have a life filled with big things. What I truly want is to spend my future living in a country like Thailand. The culture lives on as ~~so~~ so does the sun, it's a place of endless opportunity.

I once thought I wanted a career in something big maybe doctor? lawyer? Scientist? but is it the money that gains my attention or the job itself. As humans I understand

We can never be truly satisfied its why we continue to ruin our worlds ecosystem but now I believe living a life of simplicity is what I yearn. I'd like to live in a house 10 minutes away from a beach. I want to spend my days working in schools helping the unfortunate, volunteer for children who are denied the basic rights for education, but then I'd like to spend my evenings and weekends watching a sunset and listening to the waves crash as the stars watch me.

This seems to be the only thing I want in life, its not much but future me would be happiest. I hope for a life where I am satisfied and grateful for even the simplest thing I want to be happy and help people, the fancy lawyer suits do not appeal to me, nor does the money.

I aspire to be happy doing what I wish to do, I don't want to watch my days blend into one as the rainclouds in England take over. My purpose is to help young children follow their dreams no matter how simple or lavish it may sound. We shouldn't change and socialise for what the world expects us

		to be. I don't want to be 60 and have regrets for <del>the</del> risks I failed to take.
		I <del>at</del> My future self will read this on a <del>day</del> beach after a day of volunteering at a shelter. I want to spend my days in linen, not bulked and layered in scrum. I want to chase my hopes over everything and remain optimistic because a life without optimism is a life that leads to fatalism.
		Dreams may feel small and far away but they're achievable and keep people flowing. They don't restrain us.
		for future me. 

Exemplar 3 is a solid offering with definite merits across the two pieces.

For Question 1, there is competent knowledge and coverage; discussion is becoming more developed. There are some false notes towards the end.

Section B (Question 4) shows competence and some engaging effects, although there are some accuracy issues and it becomes a touch repetitive.

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