



A Level English Language and Literature

EXEMPLAR RESPONSES - Pack 2

A Level (Specimen) Paper 1, Section A

About this exemplar pack

This pack has been produced to support English Language and Literature teachers delivering the new GCE A level English Language and Literature specification (first A level assessment summer 2017).

The pack contains exemplar student responses to GCE A level English Language and Literature Paper 1 Section A. It shows real student responses to the questions taken from the additional specimen papers. The responses have been typed, for clarity, but retain the students' original spelling.

The A Level Paper 1 comparison question assesses AO1, AO2, AO3 and AO4.

Students must:		% in GCE
AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	25
AO2	Analyse ways in which meanings are shaped in texts	25
AO3	Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received	25
AO4	Explore connections across texts, informed by linguistic and literary concepts and methods	13
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: this Assessment Objective must be targeted with at least one of AO2, AO3, or AO4, either in the same task or in two or more linked tasks.</i>	12
Total		100%

Following each question you will find the band and mark that the student has achieved, with accompanying examiner comments on how the marks have been awarded, and any ways in which the response might have been improved. For the extracts, please see the respective [specimen papers](#)

Question

Compare the ways in which the writers create a sense of voice as they reflect upon and describe events. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context.

(25)

Mark scheme

Please refer to the specific marking guidance on page 2 when applying this marking grid.					
		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3	A04 = bullet point 4
Level	Mark	Descriptor (A01, A02, A03, A04)			
	0	No rewardable material			
Level 1	1-5	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer's/speaker's crafting of the text. • Limited reference to contextual factors. Has limited awareness of significance and influence of how texts are produced and received. • Approaches texts as separate entities. 			
Level 2	6-10	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Gives surface reading of texts. Applies some general understanding of writer's/speaker's techniques. • Describes general contextual factors. Makes general links between the significance and influence of how texts are produced and received. • Gives obvious similarities and/or differences. Makes general links between the texts. 			
Level 3	11-15	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Shows clear understanding of how meaning is shaped by linguistic and literary features. Able to support this with clear examples. • Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received. • Identifies relevant connections between texts. Develops an integrated connective approach. 			
Level 4	16-20	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology. • Analyses the effects of linguistic and literary features and of the writer's craft. Shows awareness of nuances and subtleties. • Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received. • Analyses connections across texts. Carefully selects and embeds examples to produce controlled analysis. 			
Level 5	21-25	<p>Critical evaluative application</p> <ul style="list-style-type: none"> • Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Exhibits critical evaluation of writer's/speaker's linguistic and literary choices. Evaluates their effects on shaping meaning. • Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received. • Evaluates connections across texts. Exhibits a sophisticated connective approach with exemplification. 			

Candidate A

Both texts are personal accounts of event they have witnessed which is shown in Text A (stories of the Most amazing day on Earth) through the writers use of a personal anecdote in the concluding section of the text. By saying that he has 'grandchildren and [has] passed onto them [his] memories' creates a very personal voice and emphasises the importance of this event not only to the writer but also his family. Personal pronouns reinforce the idea of a personal voice. The frequent use of 'I' and 'we' emphasises the personal significance of this event and through this reflection as a reader we are given the impression that this event also touched a lot of people and the affect it had was very widespread.

The text by Rainier also exhibits a personal voice. However, in this text this opinion is balanced with facts. By saying that there were '77000 missing' the severity of the event is emphasised. This is followed by the opinion of Rainier which states that 'they are likely to convert that 77000 missing into confirmed dead'. This creates a more personal voice to the text as it shows how the writer is reacting to the event. It also shows how the writer has a very realistic perspective on the Tsunami and also provokes a reaction from the reader through the balance of fact and opinion throughout the text. The use of both fact and opinion also creates a more balanced and objective voice as the element of fact makes the text seem more reliable which therefore gives the reader the impression that the writer is both knowledgeable and personally invested in the events mentioned in the article and reinforces the idea of there being a personal voice present throughout the text.

In the article by Rainier deictic references are used in order to aid the readers understanding of the situation in Banda Aceh following the Tsunami. By saying that it 'looks like Hiroshima after the atom bomb' it helps the reader visualise the amount of devastation caused. This links to context of reception as the article was written at the time of the event and readers may not be able to comprehend the severity of the Tsunami and the situation in Banda Aceh. Another deictic reference is used later in the text in which the aftermath of the Tsunami is compared to the 'sketches of Hieronymus Bosch'. This similarly allows the reader to visualise the amount of devastation. These deictic references link to the idea of context of reception as readers in 2005 would have grown up with an awareness of the events of Hiroshima and the work of Bosch and therefore would be able to use these deictic references to further their understanding of the aftermath of the Tsunami in Banda Aceh.

In Text A (most amazing day on Earth) the context of reception and production are similar as this text is written retrospectively and in hindsight. This is shown through Bond's constant use of the past tense until the final paragraph when it switches to present. By saying 'I was sitting' at the beginning of the text and moving on to 'now I have those grandchildren' shows how the text jumps from past to present and is therefore written retrospectively. The fact that the event being written about was in 1969 and that the context would be received is decades later is emphasised through the explanation of Key features such as 'the Eagle'. By explaining this it emphasises how modern recipients may only have limited knowledge on the moon landing and shows how contextual knowledge of the event may not be known by those reading the article.

In Text A the metaphor 'a man steps on the moon and the Earth gets smaller' is used. This shows the reader how significant the moonlanding was and provokes reactions from the reader making them think of the importance of such an event. It also shows us that the events in 1969 took precedence over previous

life-changing events as it had the ability to make people think of the world differently.

Similarly in the text by Rainier the phrase 'from dawn to dusk' is used to describe how much the US military are working to help those in Banda Aceh. This metaphor emphasises the amount of relief work and shows the reader how the work being done is constant. This phrase is also very cliché which implies that the relief effort is tireless and shows how the work being done does not seem to stop.

Examiner comment

Level 3: 11 Marks

The response opens well, with a focus on voice and its presentation. The student makes valid points regarding Rainier's technique and draws evidence from the text to support her assertions. Her comments on the shifts on tense in Bond's account are also valid but rather generalised. She makes some connections via the use of metaphor between the texts with some attempt to link method and effect.

This response sits at the border of Level 2 and 3. There is probably just enough in the way of analysis to push into Level 3. It demonstrates a general understanding of technique, context and form. The overall response is generally well structured and expressed. Terms are applied with accuracy but range is somewhat restricted. The candidate highlights some of the more obvious similarities and differences between the texts and comments on general contextual factors.

Candidate B

Plan: mode & audience : memoir & reportage, National Geographic, people interested in first man on the moon.

Contexts : Production : Jan 2005, 15 days into disaster/July 20th 1969 just after it happened

reception : recently after, any time after.

Focus : Reportage = purpose of informing audience about what the situation is.

To show how donations are helping, to bring about more. Not personal.

Memoir = to document the positive momentous event. Very personal approach

P1: Mode & audience

P2: Creates sense of voice through context. R = very current, present & past tense

15 days in to disaster. Very emotive to audience. M = written recently after. But can be read forever. Personal with present tense.

In Chris Rainier's piece he writes in the genre of reportage. Rainier is reporting an internationally important event as he is experiencing the effects of it. The audience of his writing would be readers of the National Geographic as well as people interested in current events. On the other hand, Nolan Bond has written a memoir. This memoir is the personal recountation of how he experienced the monumental event. Bond's audience would be people who are interested in the first man going to the moon. The fact that the writers are writing in a specific genre affects the voice of their piece massively. Rainier has an informative tone and a broader overview of the event and its effect on people whereas Bond has a very personal tone where he speaks mainly about the effect on him as memoirs are designed to do.

Leading on from that, context has a strong influence of voice in writing. Rainier is writing as the event is happening, he says "It's day 15" This shows the audience that the issue at hand is current and important. This gives his voice a sense of urgency. The context of reception is very close to the context of production in Rainier's piece. The report was published in the same year as it happened and presumably the same month as the writing is so urgent. Rainier uses present tense as well as past tense to portray the relevance of the issue. "The urgent challenge is to make sure that another hundred thousand people don't die from disease." This use of present tense is emotive as it is a way of telling the audience they can still help. However, Bond's piece is a memoir so it is talking about a previous event. Bond isn't writing with a urgency to inform his audience about a current event, but to spark interest about something amazing that happened before. In order to spark this interest he uses present tense. He says "A man steps on the moon and the Earth gets smaller" this keeps the moment alive. The context of production is made clear when Bond writes "Now I have those grandchildren". This shows us he is writing quite far forward in his life thinking in hindsight about his past. This shows me that the context of reception must also be quite far after the event, further explaining Bond's use of present tense to give life to his past.

The focus of both texts is similar in that they are both discussing major events in the history of our world, however, they go about it in very different ways. Rainier makes his writing less personal by referring to his actions and opinions using pronouns such as "we". Instead of only talking about himself and his experience Rainier is making it so that the audience can be involved in the story. He includes diegetic imagery such as "reminds me of... Hieronymus Bosch" and "Banda Aceh looks like Hiroshima after the atomic bomb". This creates a familiar image in the minds of the audience so they can connect with what he is saying. Rainier also uses a lot of facts and statistics such as "95,000 dead and

77,000 missing." These figures are very emotive because they back up what he is saying and emphasise the devastation of the situation. Bond's memoir is very personal to his experiences. He uses first person and personal pronouns such "I" and "my". He doesn't need to tailor his writing to include his audience because of the genre and who his audience is. Bond's goal is to give his own experience. He reveals information such as "during one of the loneliest periods of my life". This gives the story an emotional pull and an individuality which in the context is essential because Bond's memoir is one in a list of many so he needs it to stand out.

Bond uses short sentences in order to build excitement and to represent his bewilderment at the event. "But they did". He also uses alliteration to add flow to his writing he writes "petty problems" and this belittles all other emotions to the momentous occasion he is writing about. Bond uses these technique to a similar effect that Rainier achieves with his facts.

Examiner comment

Level 4: Mark 17

The response starts strongly with an effective summary of both texts across audience, purpose and mode/form. The candidate makes relevant connections between texts across tense and perspective and provides evidence to support her assertion with a degree of consistency. Investigation of the Rainier account offers consideration of method and effect and looks with focus on technique and content – applying concepts and terms with some accuracy and in reasonable range. Comments on the Bond text are less detailed/developed – probably an issue of timing – and this does impact.

This is a competent, oft discriminating response, that fits the descriptors for a Level 4 response. Had it been complete it has all the hallmarks of a Level 5 response. It is well structured and expressed and applies terms with accuracy to evidence how meaning is shaped. There is clear awareness and confident discussion of context and its influence. Good awareness of the generic characteristics of the texts.

Candidate C

From both texts: "Tsunami Eyewitness" and "Where were you?", the writers create a sense of voice which reflects and describes the events which are being spoken about in these texts.

Firstly, Chris Rainier is describing the "eye witness" account which he experienced of the post Tsunami in 2005. To begin with, a sense of chaos is represented where Rainier uses a simile to describe Banda Aceh looking like "Hiroshima after the atomic bomb". This suggests that the town in Thailand looks devastatingly ruined. The fact Rainier has used "Hiroshima" to describe Banda Aceh shows that he is shocked about the sites he is looking at because "Hiroshima" is a contextual factor where a town is surrounded by flattened buildings. The tone of voice which he is using seems to be over exaggerated but once the reportage continues it becomes more literal.

Secondly, a semantic field of tragedy is created where Rainier uses words such as "exposed bodies", "decaying", "remains" and "lying around". This creates a sense that the scene is extremely devastating and it also creates emphasis on the fact so many people have died. The tone of voice which is created here is very repetitive because of the semantic words he is repeating.

Similarly, this is used in the text "Where were you?" where Nolan Bond speaks about his memories of the landing on the moon in 1969. A semantic field of memories is created where words such as "memories", "grandchildren", "moment in time" and "relived". This semantic field of memories is contrasting to the semantic field of tragedy because the tone of voice is much more positive and has a lighter voice rather than Rainier's account.

The use of pre-modifiers have been used in both texts firstly, in "Tsunami eyewitness" the pre modifier "dirty rag" has been used. This premodifier puts emphasis on the fact it is not just the "rag" which is "dirty" but it suggests that the whole atmosphere is "dirty" because of the tone which has been used throughout the reportage. On the other hand, a positive pre modifier has been used in "Where were you?" The adjective "extraordinary" has been used as a pre-modifier in the phrase "extraordinary achievement". This adjective makes it sound as if the "achievement" was something that most people would be incapable of achieving which puts emphasis in the fact how extreme it was.

There is an aspect of loneliness in the text "Where were you?". This is because Bond states that it was "one of the loneliest periods" of his life. However the tone changes when he realises that the man on the moon, (Neil Armstrong) is lonelier as he is the only man on the moon. The tone changes here, for example, "Suddenly, I had to reach out for other people" shows that the tone has changed because gets faster due to the adjective "suddenly".

There has been a use of a cliché in "Tsunami eyewitness". This is "from dawn to dusk". This cliché makes the tone of voice seem to be exaggerating because when speaking about "dawn to dusk", it is not literal, so this exaggerates the situation making the text seem to exaggerate.

Finally, the use of repetition has been used in both texts to emphasise a point and make it more prominent. For example, in "Tsunami eyewitness", repetition is used when Rainier writes "very, very appreciative". The use of repetition makes it clear how appreciative the people are in Thailand and puts emphasis on the fact. Similarly, repetition has been used in "Where were you?" where "footprints" is repeated twice with a different pre-modifier each time this

emphasises the fact it was incredible the fact someone landed on the moon on their own feet.

In conclusion the tone of voice in both texts are different to each other because one is a much more positive tone (Where were you?) and Tsunami eyewitness has a negative feel to it due to the fact a disaster had happened.

Examiner comment

Level 3: 13 Marks

A strong opening. The candidate picks up on the subtleties of the text offering considered investigation of technique and drawing effective links to context. Mid/latter sections are more formulaic as she moves through a series on concepts/features – a system which affords a reasonable range of features/terms and which highlights the connection between both texts but which does not generate the insight of the opening paragraphs.

The response fits the descriptors for a Level 3 answer. The overall structure of the response is logical and fluent. There is a clear sense of the writer's craft and the voice that they present with relevant links to the contexts in which the texts were produced/received. There is detailed exploration of tone despite some awkward expression. The response offers valid connections between the texts across linguistic, structural and contextual lines. The links between the 'loneliness' of Bond and the astronaut are however rather contrived.

Candidate D

Tsunami:
article
witnessing account of aftermath
event
present tense – what
was happening at the time –
creates immediacy
written to enjoy
reassure – for those
concerned by evt or Nat Geo readers

Moon:
memoir
reflection on memorable
diegetic phrases
exclusively past tense –
convention of genre
audience – those interested
in space or enjoy memoirs
written to entertain, inform

Rainer's 'Tsunami eyewitness account' is written in the reportage style, this can be seen through how it describes the aftermath of the tsunami in Indonesia as the text is very factual and informative – '95,000 dead', 'food and medical aid is arriving' – thus conforming to the conventions of the reportage genre. Comparitively, Bond's piece is a memoir as it reflects on the writer's memories associated with a historical event, suiting the genre.

'Tsunami Eyewitness' is written in present tense – 'it's day 15 since the disaster' – because it describes the state of Banda Aceh at the time, whereas the memoir is written in the past tense which is a convention of the genre – 'I was sitting in a tiny apartment'. The use of present tense creates a sense of immediacy, which is effective as the survivors are also in need of immediate relief, compared to the memoir which creates a reflective voice due to the tense used.

There is a contrast between the time the even occurred in both texts, to their production and reception. Rainer's piece was written and received soon after the tsunami, meaning that it has more of an informative and reassuring voice as the audience – who either read the 'National Geographic' or are concerned by the event – are keen to know the state of Banda Aceh post-tsunami and what is being done to help. The writer's use of similies demonstrates how the text is written to inform and explain the situation to the audience of the time – 'Banda Aceh looks like Hiroshima after the atomic bomb'. This creates vivid imagery within the reader, helping them to connect to what is happening as most people would have seen the state of Hiroshima after the atomic bomb. In contrast, the memoir was written years after 1969, when men first landed on the moon, so has more of a reflective voice. This is particularly demonstrated when the writer reflects on 'storing up memories for 'his' grandchildren' and 'Now' he as 'passed on' those memories.

Both texts make religious references. Nolan refers to how man 'touched the face of God' to highlight the tremendous progress in science and how impressive it was at the time. Rainer also references how the aftermath resembles a 'biblical disaster or the sketches of Hieronymus Bosch', but he uses religious references to emphasise the horrific and shocking sites the writer is witnessing. By comparing the scenes to paintings of hell, the connotations invoke feelings of turmoil, suffering and horror to the audience, further helping them to connect to what was happening at time. Furthermore, the paintings of Bosch seem unrealistic suggesting the writer doesn't believe what he sees before him. Both texts use religious reference of heaven and hell to emphasise the magnitude of the event, but Rainer uses it to show death and destruction, while Nolan uses it positively.

In Bond's memoir personal pronouns are used at first, which suits the conventions of the genre but also highlights his loneliness and isolation –

'loneliest periods of my life'. Nonetheless, inclusive pronouns are used towards the end of the memoir which conveys the unity of America as they all witnessed the same event – 'We talked and watched history being made' – connoting connectedness. Inclusive pronouns are also used in Rainer's text to show the unity in what people are witnessing and experiencing – 'We still see a lot of people ... that have not received treatment'. Since inclusive pronouns aren't used throughout, they emphasise how more relief and assistance is needed. Rainer's piece doesn't use personal pronouns, unlike Bond, mainly because it has more of an informative rather than a personal purpose.

Bond's memoir has the purpose to entertain which is demonstrated through the range in sentence structure and types. The contrast between the simple sentence 'But they did' implies how heart-felt and surprised the writer was, especially since he was at a lonely point in his life. By beginning the sentence with the discourse marker 'but' as well as 'And' further emphasise how heart-felt and touched he was. Rainer's piece also used a simple sentence beginning with a discourse marker 'But the logistics remain a nightmare' to create an abrupt contrast which emphasise that despite 'a lot of relief agencies' assistance, there is still a lot to be accomplished.

In Bond's memoir, the feeling of loneliness, demonstrated through the personal pronouns shifts to excitement due to the syntactic listing – 'I called on college roommate ... an uncle in St Louis, a high school buddy' – emphasises his excitedness due to the lack of the discourse 'and'.

Both pieces are successful in creating a sense of voice through reflection in the memoir and description in the reportage.

Examiner comment

Level 5: 23 marks

This is a very successful response. The opening demonstrates the candidate's awareness of genre and attendant conventions and this continues throughout the piece. This is a fully integrated response; connections are made and developed with accuracy across tense, timeframe, language and context. There is a clear sense of context and how this contributes to content and perspective. The candidate makes subtle investigations – the religious reference and the evaluation of the Bosch simile are key examples – that move this response into the higher levels of achievement. Terms are applied with accuracy and are integrated into a fluent and well-structured analysis. She explores the writers' choices of tense and considers how they use similar techniques for different purposes. The answer is fluent and cohesive with skillfully embedded quotations.

Candidate E

The topic of Nolan Bond's memoir is how Americans that watched the first moon landing in 1969 are connected by this event. The reportage text that is written by Chris Rainier describes the need for aid for vulnerable people living in Banda Aceh. Both texts focus on the impact of the event for others as well as how it affected them personally, although Rainier's article has a widespread focus due to the voice portrayed.

Both texts use tense to highlight the form of the text. Nolan Bond's memoir uses past tense and personal pronouns to develop his voice in the text. Bond uses a reflective tone throughout which is emphasised by the repetition of his actions such as 'I had' and 'I stayed'. This indicates the importance to him personally of reflecting on past details. However, the use of personal pronouns highlights the physical disconnection due to the distance of where the event was happening. The spacial language in 'a man steps on the moon and the Earth gets smaller' suggests that although the event brought a lot of unity between Americans, the viewers of the programme are very separate from the event despite it being televised. However, Chris Rainier's eyewitness account and reportage is highlighted through the use of discourse and present tense. The text was originally a spoken text, therefore the discourse of 'Are the emergency supplies of food and medicine getting through to the people?' suggests Rainier is trying to appeal to his audience. The discourse also navigates the text but informs the audience simultaneously. He is also uses present tense throughout, such as 'The buildings have been flattened for miles' to suggest the immediacy and shock of the instant destruction. The voice is therefore disheartened by the amount of damages but willing to aid. Both texts use present tense, despite Bond's memoir predominantly using past due to the mode. Bond uses the discourse marker of 'now' to reveal how he feels fortunate in his ability to share his experience, which is also emphasised by the heading 'Where were you?' which allows his audience to ponder and reflect where they were.

Both texts have a similar audience, as it is likely to be people interested in the event or the writers work. However, Chris Rainier uses diegetic features using 'Hiroshima' and 'Hieronymus Bosch' painting to provide visuals to the audience. This will allow Rainier to provide a shared understanding; it also informs his audience of the conditions in Banda Aceh. Similarly, Nolan Bond is trying to connect his readers to the event, which is highlighted through the use of anaphora in 'no other adventure was shared by more people. No other quest has meant more'. The use of 'quest' and 'adventure' suggests a mutual journey shared between society and the 'men on the moon'. Also, the hyperbolic use of 'shared' and 'meant more' - a type of alliteration - create the sense of deep-rooted unity that affected a large group' it is an event that metaphorically has 'left [footprints] on the hearts and imaginations of the human race' which highlights its significant magnitude. It creates an entertaining voice, whereas Chris Rainier's reportage is trying to gain support by connecting its audience to the event.

Chris Rainier uses both fact and opinion to balance his account to inform but give a visual insight into the immediacy event. However, Nolan Bond's memoir uses personification and alliteration to highlight his personal issues in recollecting his memories of the event and issues during context of production. Rainier uses the cliché of 'dawn to dusk' to suggest how he personally believes that the tireless efforts of the US military are an asset to tending to '77,000 missing'. He uses the cliché to highlight praise to the army, possibly as they may not be seen as aiding in the aftermath. He describes the event as a 'biblical

disaster story' to present imagery but also highlight how unknowingly vulnerable the Banda Asch society were, as 'disaster' suggests something uncontrollable. 'Biblical' suggests it was purposely done but possibly to create a harmonious future for the people affected - to create a sense of community due to the help required in the aftermath. However, Nolan Bond's use of alliteration in 'petty problems' suggests Bond yearning to more and something that is meaningful, and being part of watching the Apollo programme distract him from this - a personal issue on the July 20th 1969.

Examiner comment

Level 5: 21 Marks

The response opens very well with a succinct and insightful summary of both texts across audience, purpose and mode/form. Comments on text and perspective afford developed and insightful connections between the texts with terms applied accurately and exemplified consistently. Terms are applied in good range but could sometimes be more specific, especially at word level. The extension to literary devices is rewarded appropriately. All comments are framed within the contexts in which the texts are produced and received. The response meets all descriptors at Level 4 and as a result has been moved beyond the border into Level 5.

Candidate F

The reportage piece on the tsunami in 2005 is written and produced with the National Geographic. This would allow the reader to know this article is taking an empathetic approach towards the event and focusing more on the story of people in need and the disaster it brought rather than factual information on the tsunami. In contrast to this reportage, the memoir by Nolan Bond is reflecting on the first moon landing in 1969 as part of the 'Apollo space programme which also is quite empathetic rather than factual as he is reflecting on a more personal event.

Within the eye-witness account, Chris Rainer creates a sense of voice through the descriptive language used to convey the events of the 2005 tsunami. Firstly, the simple sentence "It's totally destroyed." describes the scale and magnitude of the disaster very early on into the article as it is structured at the beginning. The informal 'totally' shows that Rainer is trying to connect with many different audiences as this was a worldwide event. In contrast to the effect of the simple sentence in the reportage piece, in the memoir, Nolan Bond uses simple sentences to create a contrasting effect. The use of "But they did." within the memoir re-emphasises that Bond is pleased that the people he hasn't heard from in a while have finally contacted him. The use of 'but' is showing the contrast between the previous loneliness and the reassurance that his friends have contacted him.

The Nat Geo article uses many devices to create voice within the article. The use of this question is to navigate the readers into a change of subject and structure. The question, 'Are the emergency supplies of food and medicine getting through to the people?' also creates a sense of reassurance for readers that the money and supplies that are being donated are being effectively. In addition, it also emphasises the knowledge that this is an 'emergency' and the readers need to be aware of this.

In comparison to the emphasis of the emergency, Bond creates the atmosphere of an emergency situation as he uses the adverbs of 'suddenly' to create a dramatic sense and 'somehow' to create a unusual voice, to show that the sudden connection to his friends and family was unfamiliar and strange. Bond also compares the footprints on the moon, made by the astronauts to the footprints "on the hearts of the human race." the use of "race" also gives context to the article that the USA and Russia in the Cold War. The war plays really on the people in 1969 and using this phrase gives knowledge of both the Cold War and the Apollo II mission.

Lastly, within the reportage and the memoir piece, both use pre-modifiers to add more information to a limited number of words. In the reportage piece, the use of 'deep lacerations' and 'dirty rag' give extra information about the injuries and the supplies. Rainer uses these to make the style more concise.

Within the memoir, Bond also uses pre-modifiers to add extra information within a short space. The use of 'petty problems' represents that Nolan's loneliness previously explained in the article are miniscule in relation to the men landing on the moon. As well as this, 'petty problems' is an alliteration. This extra linguistic technique used is to add a sense of voice, the pace is quite quick and adds to the effect.

Overall, both articles use several language devices to create the sense of voice which adds to the context.

Examiner comment

Level 4: 17 Marks

This is a competent response. The candidate evidences connections between the texts across language, audience, purpose and mode/form. She is aware of the techniques used and the effects they generate – exemplifying her assertions appropriately. Her analysis of this evidence is relatively sound and she is fully aware of method and effect but this occasionally falls short on specific terminology (for example ‘the use of ‘but’ is showing the contrast..’). Overall there is tremendous potential here – a little sharpening would move the response with ease into the top band of achievement.

Overall this is a very competent response that fits the descriptors for a Level 4 answer. It is well structured and expressed and shows clear understanding of how meanings are shaped. The response moves beyond the general/obvious to touch on some of the more subtle aspects of the writer’s craft. Connections between texts are explored systematically and with some insight.

Candidate G

The two texts are both different forms. *Where were you? Stories of the most amazing day on earth: July 20th, 1969* is referred to as a memoir, whereas *Chris Rainier: 'Tsunami Eyewitness Account by Nat Geo Photographer'* was written as a form of Reportage. Being a memoir, the 'Where were you' text was very personal to the author. Due to the text being about Bond's experience there is a frequent use of personal pronouns. 'I was sitting', 'my first teaching position' and 'I had to reach out' are all examples of where Bond uses personal pronouns. Even though his experiences are personal, Bond uses the personal pronouns to relate to the audience and evoke emotion. Bond is also retelling his story therefore his memoir may not have been written with the purpose to inform but to entertain.

However, the piece of reportage written by Chris Rainier is written with the intention to inform, relay information regarding the Tsunami in Indonesia. We learn this from the very beginning when Rainier says 'the best way to describe this...'. Immediately we realise that this text isn't for his own benefit but those who take an interest in Geology or general news. Another thing that portrays this text as reportage is the formal language used. This piece was clearly going to be published for many people to read.

A similarity between the two texts is that they both use an obvious semantic field. However both differ in terms of genre. The extract from Bond's memoir uses language such as 'extraordinary', 'courage', 'cherished' and 'achieved'. All of these words are considered to be positive and uplifting. Bond's lexical choice is very fitting to the topic of the extract: The day of the first moonlanding was an amazing time – Bond used this language to portray and create emotion.

On the other hand Rainier uses negative words that create the semantic field of disaster and terror. 'Corpse', 'decaying', 'flattened' and 'monstrous' are all words that we would use to describe a devastating time or situation, just as Rainier has used to describe the horrific scene after the Tsunami. This choice of vocabulary is used to evoke a sense of sympathy. We as the audience are forced to feel remorse and feel sadness.

In the memoir, Bond uses a large amount of pre-modifiers. For example 'dusty footprints', 'tiny apartment' and 'petty problems'. Bond chooses to use adjectives this often so that we as the audience are able to picture more vividly what he is describing. It allows us to be more imaginative and makes the extract a lot more easy and enjoyable to read.

The text written by Chris Reinier includes facts and figures in abundance. Due to the fact that this article was written with the purpose of informing, it is very useful that figures are featured. Statistics such as '95,000 dead' and '77,000' missing really assists the audience in understanding how destroying and horrendous the Tsunami was. It gives us an insight into the severity.

Something that both texts share is the use of a cliché. In the extract from the memoir Bond quotes 'the eagle has landed'. This phrase is known widely amongst a lot of people and features in a number of movies and books. The cliché I found in the other source, written by Reinier is 'from dawn to dusk' which again is a phrase known by so many. Both these texts use a cliché because it is something popular within the audience thus making both the extracts relatable for the demographic.

In conclusion, I found that the use of cliché, semantic field and pre-modifiers made Bonds extract of facts and figures made the text much much more formal and informative.

Examiner comment

Level 3: 15 Marks

The response opens with a considered investigation of Bond's use of pronoun which goes beyond the general to consider method and effect with a degree of insight. Opening comments on the Tsunami text are valid but less detailed/specific. She offers comparison of lexical choice /semantic field but terms at word level tend to the generalised – for example she reverted to the catch-all 'word' rather than referring to a specific word class. Comments on Bond's use of adjective and Rainier's incorporation of statistics are better. Reference to cliché is a little strained/forced.

The response fits the descriptors for a Level 3+ answer but could move to a Band 4 should the analysis (and attendant terminology) be a little more specific. The overall structure of the response is logical and fluent. This is an integrated approach. The candidate makes clear distinctions between the tone of the texts and how this is achieved. She identifies some specific techniques for discussion.

There is a clear sense of the writer's craft and the voice that they present with relevant links to the contexts in which the texts were produced/received. The candidate offers valid connections between the texts across linguistic, structural and contextual lines.

Candidate H

Both texts are about an important event such as the tsunami disaster in text B and a memoir based on the first man to walk on the moon in text A. Text B is a reportage type account written by a well regarded National Geographic Photographer, whereas text A is instead a memoir written by Nolan Bond, one of the online memoirs written by people who watched the first moon landing. The purpose of text A is to share an incredible experience with the reader and text B aims to otherwise raise awareness of the life changing tragedy and educate people on the importance of supporting the people living there. The audience of reportage could be people, perhaps not of the younger generation, that are interested in worldwide events but the memoir branches out to people that have an interest for science or enjoy reading about others experiences.

Firstly, both Nolan Bond and Chris Rainier have a mixture of positive and negative tones of voice throughout their extracts. In text B, Rainier focusses throughout on the event presented as a disaster when he uses the phrases such as 'the logistics remain a nightmare'. This metaphor shows how the event is seen as something presented as horrific and by describing it as this, the writer is implying that the 'nightmare' is proceeding to continue. Bond similarly begins his extract with a negative perception of his life when he discusses bleak surroundings such as his 'tiny apartment' and it being 'one of the loneliness periods' of his life. This, just like how text A does, also contradicts the ending of the extract as it then goes on to discuss the extraordinary event just as text B goes onto a more positive approach as he talks about the help and support that the people effected are receiving.

Text B uses many facts and figures throughout which is a key generic convention of reportage style writing as well as also focussing on the presenters opinions and expressions towards this topic. Rainier uses specific statistics such as 'confirmed 95,000 dead and 77,000 missing' to educate the reader and allow them to gain more knowledge on the exact amounts of people that have been effected. Instead, Bond uses emotive language to reach out to his audience and let them feel the way he felt about this monumental moment in his life. He writes 'touched me as deeply as I've ever been touched' to describe the way he felt at this time and make the audience realise the importance of this to him at the time.

In contrast, Rainier homes in on the semantic field of death and disaster to produce the tone of voice that he feels strongly about just how upsetting and tragic the tsunami really is. He uses phrases like 'don't step on a corpse' and alliteration of 'don't die from disease' to make the event relateable to something perhaps out of a horror film. He does this to explore how an event so current and real can also be viewed as fictional due to how terrible it really is.

Examiner comment

Level 2: 8 Marks

This is a relatively brief response and lack of detail does impact negatively on the potential to reward. The candidate makes some relevant comment on potential audience and makes connections between the shifting tones of each text (essentially from 'positive' to 'negative'). There is also some useful comment on content and technique which affords opportunity for comparison. Some terms are applied but the range is restricted – the candidate seems more secure with literary terms.

The response fits the descriptors for a Level 2+ answer in that it demonstrates a general understanding of technique, context and form. The overall response is generally well structured but there are lapses in expression and the lack of specific focus and analysis restricts the potential to reward significantly. The candidate highlights some of the more obvious similarities and differences between the texts and comments on general contextual factors.

The candidate understands the purposes of the texts although the reading is rather superficial. Expression is awkward at times.

Candidate I

In Text B (Tsunami Eye Witness Account), Rainier creates a sense of voice through his use of abstract imagery. He describes the remnants of Banda Aceh as looking like 'Hiroshima after the atomic bomb'. This creates voice as, presumably readers of The National Geographic are familiar with the aftermath of Hiroshima so therefore they understand the magnitude of destruction that has occurred in Indonesia. Similarly, in Text A, Bond creates a sense of voice by his use of words as he watched an extraordinary event happen right before his eyes.. 'As Neil Armstrong stepped onto the powdery surface of the moon', sense of voice is created through the detail of his memory. The pre-modifier 'powdery' reinstalls the idea of what a momentous experience this was for the world on the 20th July, 1969. It somewhat suggests that Nolan felt as if time almost stopped, everything stopped so that the movement of powder dancing along with Neil's footsteps was seen by people in HD in a time where HD had not yet existed.

However, one very unmissable difference between the two texts is the extensive use of statistical data and extra information provided in Text B, and the complete lack of it in Text A. By this, sense of voice is created by Rainier in Text B due to the exuberance of information we are given. 'The government has confirmed 95,000 dead and 77,000 missing'. Sense of voice is created because Rainier (through the use of numbers and precision) practically makes us feel like we are living in that moment, even though this happened 10 years ago. This is due to the use of hard-hitting facts we are given and makes us wonder how it would be if it was us in that situation.

Extending on the point above, I think the reason for this is that Text B is an article written with the intention to inform, whereas Text A is a memoir written for people to read if they share an interest in the topic within the memoir. Sense of voice is created in Text A because Nolan is writing in the past tense as he is reminiscing about his life during that time. This creates sense of voice as it is ultimately written from a very personal perspective which makes the reader live through Bond's eyes and experience.

Correspondingly, Text B is very impersonal because although he is writing about his experience, he does not express his thoughts and feelings – he just informs. This creates a sense of voice because it just lays it out on the table – it is what it is – the reader only wants to know about what happens, not Rainier's thoughts on it. Also, it's just very honest so this creates a more realistic voice.

Furthermore, in Text B, Rainier uses a fabulous array of descriptive words: 'disaster', 'decaying', horror, 'biblical disaster', and 'corpse' are just a few that stand out. These create an immense sense of voice as it presents the reader with gory and graphic scenes without them even having to be there. Rainier showcases his experience as a living nightmare from hell.

A similarity between both texts is their use of biblical references. In Text A, Bond uses a quotation of "slipped the surly bonds of Earth and touched the face of God". This creates a sense of voice as it reminds the reader of the euphoria of the universe.

Examiner comment

Level 2: 9 marks

The candidate's opening investigation of Rainier's Hiroshima simile shows some insight. Opening consideration of the Bond text is less specific and more descriptive. Comments on Rainier's use of statistical information are valid but she should guard against overcomplicated expression which can mask her understanding. She makes some valid connections along contextual and linguistic lines but these tend to fall short on the specifics of analysis and the terminology that attends it – for example reverting to the general 'words' rather than applying a specific word class.

The response fits the descriptors for a Level 2+ answer in that it demonstrates a general understanding of technique, context and form. The overall response is generally well structured but there are lapses in expression. The lack of specific focus and analysis restricts the potential to reward significantly.

The candidate highlights some similarities and differences between the texts and comments on general contextual factors.